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ABSTRACT

This dictionary of higher education provides definitions of terms, organizations, abbreviations, and concepts specifically relevant to further and higher education in the United Kingdom. "Further education" is defined as below degree level education for students over age 16 and is often vocational. The dictionary also provides explanations of educational policies, initiatives, reports, papers, and legislation, along with the Association of University Teachers' position on various education-related issues. (MDM)

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DICTIONARY OF HIGHER EDUCATION

HE 029 005

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DICTIONARY OF HIGHER EDUCATION

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Preface

This Dictionary of Higher Education has been prepared by the Association of University Teachers, principally by one of our research team, Stephen Court. It is intended to provide a service to our members and to those working or interested in higher education.

Such a service is badly needed. The funding regimes in research and teaching, the quality systems, the burgeoning apparatus of credit accumulation and transfer, semester schemes, governance and hundreds of other issues are discussed in the world of higher education in ever more complex language. The great canon of acronyms grows in scale and obscurity. I suppose that if many of those phenomena had no impact in the real world, they would receive little attention.

But they do have an impact. How higher education is resourced, organised, staffed and assessed has day-to-day consequences for those involved and for the UK overall. The Dictionary explores that diversity and sketches the links between the major issues. It is above all a current guide, only touching on historical points when that is needed for present clarity.

We add with the main entries the view taken by the Association of the issues, but we intend to reach the broadest constituency of interest.

We will give continuing currency and relevance to the Dictionary between editions by updating it on the Association's world wide web site. The Dictionary will benefit from the comments and suggestions you make for its second and subsequent editions. I look forward to getting your advice.

The Association has among its professional aims the goal that higher education should prosper. It needs to operate in a knowledgeable milieu to do so. I am pleased to recommend the AUT Dictionary of Higher Education as an important contribution to achieving that aim.

David Triesman
General secretary

Glossary of abbreviations

A	advanced
AAU	Academic Audit Unit
ABRC	Advisory Board for the Research Councils
AEEU	Amalgamated Engineering and Electrical Union
ACOST	Advisory Council on Science and Technology
ACTR	additional cost of teaching and research
ACU	Association of Commonwealth Universities
AGR	Association of Graduate Recruiters
AJE	analytical job evaluation
API	age participation index
AS	advanced supplementary
ASC	academic subject category
AUCE	average unit of council funding
AUCL	Association of University and College Lecturers
AUT	Association of University Teachers
AUT(S)	Association of University Teachers (Scotland)
BA/BSc	Bachelor of Arts/Science
BDA	British Dental Association
BMA	British Medical Association
BTEC	Business and Technology Education Council
CAT	credit accumulation and transfer
CATs	Colleges of Advanced Technology
CATE	Council for the Accreditation of Teacher Education
CBI	Confederation of British Industry
CDP	Committee of Directors of Polytechnics
CE	continuing education
CEF	Colleges Employers Forum
CIHE	Council for Industry and Higher Education
CNAA	Council for National Academic Awards
COSHEP	Committee of Scottish Higher Education Principals
COSUP	Committee of Scottish University Principals
CPD	continuing professional development
CPE	continuing personal education
CR	contract-related research funding
CRS	contract research staff
CSCFC	Conference of Scottish Centrally-Funded Colleges
CSEU	Confederation of Shipbuilding and Engineering Unions
CSN	contract student number
CSYS	Certificate of Sixth Year Studies
CTI	Computers in Teaching Initiative
CUC	Committee of University Chairmen
CUCO	Commission on University Career Opportunity
CVCP	Committee of Vice-Chancellors and Principals
CVE	continuing vocational education
DENI	Department of Education for Northern Ireland
DES	Department of Education and Science
DevR	development-related research funding
DFE	Department for Education
DFEE	Department for Education and Employment
DP	discretionary pay
DPhil	Doctor of Philosophy
DSS	dual support system
ECCTIS	Educational Counselling and Credit Transfer Information Service
ECTS	European Credit Transfer System
EDAP	employee development assistance programme
EHE	Enterprise in Higher Education
EIS	Educational Institute of Scotland
ERA	Education Reform Act 1988
ETAP	effective teaching and assessment programme
EU	European Union
FE	further education
FHEA	Further and Higher Education Act 1992
FHESA	Further and Higher Education (Scotland) Act 1992
FICL	fee income contingent loan
FSG	funding subject group
FTE	full-time equivalent
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GEA	good employer agreement
GNVQ	General National Vocational Qualification
GR	generic research funding
GSVQ	General Scottish Vocational Qualification
GTA	graduate teaching assistant
HE	higher education
HEC	higher education corporation
HECS	higher education contribution scheme
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales

HEIST	Higher Education Information Services Trust
HEQC	Higher Education Quality Council
HESA	Higher Education Statistics Agency
HESES	higher education students early statistics
HNC	Higher National Certificate
HND	Higher National Diploma
INSET	in-service education of teachers
ITT	initial teacher training
JANET	Joint Academic NETwork
JE	job evaluation
JISC	Joint Information Systems Committee
LA	local association
LEA	Local Education Authority
LEC	Local Enterprise Company
MA/MSc	Master of Arts/Science
MASN	maximum aggregate student number
MSF	Manufacturing, Science and Finance
MRC	Medical Research Council
NACETT	National Advisory Council for Education and Training Targets
NAO	National Audit Office
NARICs	National Academic Recognition Centres
NATFHE	National Association of Teachers in Further and Higher Education
NCVQ	National Council for Vocational Qualifications
NIACE	National Institute of Adult Continuing Education
NIHEC	Northern Ireland Higher Education Council
NHS	National Health Service
NTET	National Targets for Education and Training
NUS	National Union of Students
NVQ	National Vocational Qualification
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education
OST	Office of Science and Technology
OU	Open University
PAC	Public Accounts Committee
PCFC	Polytechnics and Colleges Funding Council
PES	public expenditure survey
PhD	Doctor of Philosophy
PGCE	Postgraduate Certificate in Education
PI	performance indicator
PRB	pay review body
PRP	performance-related pay
QR	quality-related research funding
RAE	research assessment exercise
RSA	Royal Society of Arts
SCE	Scottish Certificate of Education
SCETT	Standing Committee on the Education and Training of Teachers
SCITT	school-centred initial teacher training
SCOP	Standing Conference of Principals
SCOTVEC	Scottish Vocational Education Council
SEDA	Staff and Educational Development Association
SHEFC	Scottish Higher Education Funding Council
SI	statistical indicator
SIFTR	service increment for teaching and research
SOED	Scottish Office Education Department
SRHE	Society for Research into Higher Education
SSR	student:staff ratio
STAR	supplement for teaching and research
SVQ	Scottish Vocational Qualification
SWAP	Scottish Wider Access Programme
TEC	Training and Enterprise Council
TGWU	Transport and General Workers Union
THES	Times Higher Education Supplement
TLTP	teaching and learning technology programme
TTA	Teacher Training Agency
TUC	Trades Union Congress
UCAS	Universities and Colleges Admissions Service
UCATT	Union of Construction, Allied Trades and Technicians
UCEA	Universities and Colleges Employers Association
UCET	Universities Council for the Education of Teachers
UCoSDA	Universities' and Colleges' Staff Development Agency
UFC	Universities Funding Council
UGC	University Grants Committee
USR	Universities' Statistical Record
UTR	unit of teaching resource

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Notes

- **AUT policy**

This is indicated in a paragraph at the end of the relevant entry, with the month and year of the AUT Council meeting which made the policy given in brackets. Occasionally reference numbers for internal documents are given, with the initials LA (for Local Association) or EC (Executive Committee) preceding a four-figure number.

- **Cross references**

Headwords which are referred to in other entries are indicated in **bold** the first time they occur in an entry. Sometimes, because of the grammar of a sentence, a word very similar to a headword is indicated in bold, eg **university** for **universities**.

- **Frequent references**

Because they are mentioned so often, some words are not indicated in bold, particularly higher education and further education.

- **Always abbreviated**

The following are always given as abbreviations: AUT, GCE, GCSE, NHS, TUC, UK.

A level The GCE A (Advanced) level exam is, along with the Scottish **Highers**, the main qualification for entrance into higher education in the UK. A levels have five pass grades, from A (top) to E. The most common pattern is for students in schools and further education colleges to take two or three A levels — two are the minimum requirement for university entrance — often in combination with AS (Advanced Supplementary) levels. The AS level exam is of the same standard as the A level, and takes half the teaching and study time of an A level; two AS levels are equivalent to one A level. Students are generally expected to take one or more AS levels to supplement their A levels. Of home students entering full-time and sandwich first **degree** courses in England, the percentage with A levels decreased from 75% in 1988-89 to 68% in 1992-93 (see **admission**).

The Higginson Report *Advancing A Levels* (1988), for the Department of Education and Science (see **Department for Education and Employment**) and the Welsh Office, recommended increasing the number of A levels to five to 'give better choice, better opportunities for balance and greater breadth' (p11). It envisaged syllabuses which emphasised understanding and communication skills, with a reduced factual content and the elimination of inessential memory work. The report met with little initial enthusiasm from the government.

More than half of the A level syllabuses in mathematics, science, geography, politics and modern languages are modular (*The Times* 16.1.95) (see **entrance requirements, vocational qualifications**).

AUT policy: Supports the Higginson proposals for a broader curriculum for 16-18 year-olds, and proposes module-based courses, and the use of modes of examination based on the GCSE system (May 1990).

academic autonomy This is the right of **universities** to enrol students, run their own courses, award their own **degrees** and pursue their own research with freedom from political interference (see **academic freedom**). **Quality assessment** by the **funding councils** of the education provided at higher education institutions is meant to be done in the context of each institution's aims, goals and **mission**, in recognition of academic autonomy (see **curriculum**).

academic board The body in **'new' universities** which has responsibility for academic affairs, including **standards**, research, scholarship, **teaching**, courses and future development. It may have responsibility for the awarding of degrees if this is delegated by the **board of governors**. The size is normally limited to not more than 30 members; individuals in senior management positions (such as deputy and assistant **principal**, **dean** of faculties, head of schools and department) must comprise at least 50% of the board. Sometimes the **senate** in an **'old' university** may be called the academic board.

academic boycott A form of industrial action taken against higher education institutions where measures unacceptable to the **AUT**, such as compulsory redundancy, are taken (see **grey list**). It involves **academic** and **academic-related staff** refusing to have dealings with the institution, for example not applying for jobs, not carrying out **external examining**, not attending conferences. Between 1988 and 1992, there was an academic boycott against the University of Hull after it made a lecturer, Edgar Page, redundant (see **tenure**). In 1994 plans by Goldsmiths College to make 11 members of **academic staff** compulsorily redundant were averted in every case following opposition led by the AUT, including the threat of an academic boycott.

The AUT's boycott of South African higher education institutions and academic colleagues because of apartheid lasted for more than 20 years. It ended in 1992 following the dismantling of the apartheid system.

AUT policy: (1) The academic boycott of South Africa was modified to a policy of selective support for academic contacts and exchanges with South Africa (May 1992). (2) The policy of selective support was revoked; AUT members were urged to promote academic and cultural links with South African institutions to make a positive contribution to overcoming the legacies of apartheid (December 1994). (3) Supports the non-racial trade union movement in South Africa and the Congress

of South African Trade Unions, and pledges to promote relationships with the Union of Democratic University Staff Associations and other education unions in South Africa (May 1994).

academic freedom According to the **Education Reform Act 1988**, **academic staff** have 'freedom within the law to question and to test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges they may have at their institutions' (see **academic autonomy**).

AUT policy: (1) Strongly supports the principle of academic freedom. (2) By encouraging concentration of resources, the **Research Assessment Exercise** (RAE) is undermining the principle of academic freedom; local associations are to report instances where freedom to conduct research is limited as a result of the RAE (December 1993).

academic staff These are university employees who carry out the main academic functions of **teaching**, research and administration; the main grades on the academic salary scale are lecturer, senior lecturer/reader, and professor. In 1992-93 there were 83,500 academic staff employed in UK universities (both 'old' and 'new' sectors), of whom 24% were women (CVCP higher education statistics 1994). In the **'old' universities** in 1993-94, there were 53,193 full-time academic staff of whom 31,815 were lecturers (27% women), 10,523 were senior lecturers/readers (12% women) 5,803 were professors (6% women).

AUT policy: **Contract research staff** should be treated as full members of academic staff (May 1992) (see **employment in higher education** for main policies on employment of academic staff; see also **governance**).

academic-related staff The main groups are administrative, computer and library staff. In the **'old' universities** — but not the 'new' — academic and academic-related staff are on related salary scales (see **Promoting Professionalism**).

AUT policy: The links between academic-related staff and academic colleagues need to be maintained and strengthened (see also **governance**) (May 95).

academic subject category These are groupings of subjects which are used by the **Higher Education Funding Council for England** and the **Higher Education Funding Council for Wales** in the distribution of **teaching funding**.

The categories are:

1 Clinical and pre-clinical medicine and dentistry; veterinary science
2 Allied to medicine
3 Science
4 Engineering and technology
5 Built environment
6 Maths, information technology and computing
7 Business and management
8 Social sciences
9 Humanities
10 Art, design and performing arts
11 Education

The following Funding Subject Groups are used by the **Scottish Higher Education Funding Council**:

1 Medicine, dentistry, veterinary science
2 Built environment
3 Engineering and technology
4 Science
5 Maths, information technology, computing
6 Other health and welfare
7 Business and management
8 Catering, hospitality
9 Humanities, languages, mass communication
10 Social science
11 Art, design, performing arts
12 Education

academic year Although the academic year traditionally starts in October, the use of semesters now means a mid-September start for some institutions. While a majority of universities still follow the traditional calendar of three 10-week terms, some now have two semesters per year, from mid-September to late December, and early February to the end of May. Many other institutions run two teaching semesters spread across the three 10-week terms.

The Review of the Academic Year was an enquiry into the structure of the academic year, chaired by Lord Flowers, which reported in 1993. It was commissioned by the **funding councils**, the **Department of Education for Northern Ireland**, the **Committee of Vice-Chancellors and Principals (CVCP)**, and the **Standing Conference of Principals (SCOP)**. It proposed the semesterisation of the academic year, ie having two 15-week semesters, allowing for a potential

third semester during the summer, instead of the current three term system. The probable timing of the semesters would be early September-Christmas, and January-late May, with a third semester during the summer. The review said the introduction of a third semester was likely to be uneconomic unless higher education institutions achieved large increases in student numbers. The **Higher Education Funding Council for England**, the **Scottish Higher Education Funding Council**, the **CVCP** and the **SCOP** are running pilot schemes for summer semesters from 1996. Any such change to the academic year would involve a rescheduling of the **A level** timetable (see **admission, funding timetable**). The review said exam results should be published earlier than at present, with the period for confirming places, and clearing, reduced and brought forward. It also recommended that higher education institutions wishing to introduce semesterisation should do so by September 1995, and that academic year disparity with other European Union countries should end.

The Department for Education (DFE — see **Department for Education and Employment**) said it 'welcomes the report's main conclusions, which offer the scope for increased flexibility and an increase in the numbers who can be taught while maintaining quality' (DFE *Report 1994*). School-based careers officers are in favour of a January start to the academic year, according to a survey by the Higher Education Information Services Trust and the **Universities and Colleges Admissions Service** (*THES* 8.4.94). The AUT has pointed out the problems of producing earlier A level results if there is an earlier start to the academic year, and the potential damage to research if there is a third semester through the summer.

In 1993 the **Scottish Higher Education Funding Council** (SHEFC) and the **Committee of Scottish Higher Education Principals** established a Scottish Advisory Group on the Academic Year to carry out a separate investigation into possible changes in the academic year in Scotland, and produced the 'Thistle' Report. Among the group's recommendations were proposals for a reorganisation of the academic year to accommodate 14-16 week semesters, with the first starting in mid-September and with **Higher** results a week earlier, and semesterisation to start by September 1995. There were no specific recommendations for introducing a summer semester. The SHEFC decided in September 1994 to introduce a pilot scheme aimed at using the summer period as an extension of the teaching year.

AUT policy: (1) The Flowers review was rejected for its failure to produce sound supporting educational arguments and for its potential threat to the quality of university education and research posed by any extension of the academic year; to resist semesterisation proposals which do not allow adequate breaks or time for examinations and marking; members are not to cooperate with pilot projects (December 1993). (2) Additional teaching periods in the year cannot, and should not, be supported by academic services departments (May 1994). (3) To monitor the effect of changes in the timing of the academic year and developments towards semesterisation, particularly for their effect on the amount of time spent on research; the AUT opposes pilot schemes for either a fourth term or third semester (December 1994).

access. This is the policy of extending the opportunity to enter higher education to students who do not necessarily have the standard entry qualifications, such as **A levels** or their equivalent. Such students are typically from a working-class or ethnic minority background, or have special educational needs (such as dyslexia, or deafness), as well as **mature** and part-time students. Access courses are designed to prepare students for the demands of higher education, often in conjunction with local higher education institutions. **Universities** also franchise foundation courses or parts of higher qualifications, to further education institutions in order to facilitate access. Many **mature students**, and others who because of class, race or special needs did not thrive in school, have graduated in recent years as a result of access provision.

The then Department for Education gave the **Higher Education Funding Council for England** a responsibility to widen access when it was

created. But opponents of the government might suggest its funding policy undermines expansion, since part-time higher education students are not eligible for maintenance grants; further education students qualify only for the increasingly scarce **local education authority** discretionary awards; and the government withdrew the Mature Students' Allowance in 1994.

The **Scottish Wider Access Programme (SWAP)** is designed to promote participation in higher education in Scotland by mature students and those without the normal entry requirements. Problems with high repayments for **student loans**, and proposals to make students contribute to their **tuition fees**, threaten to restrict access (see **core proposals and special initiatives**).

AUT policy: In 1992 67% of those offered places in the **'old' universities**, and 55% in the 'new', were from social classes I and II, despite this group comprising only 25.4% of the population. If all social classes are to have the same opportunity to participate in higher education, then there will have to be the places to accommodate them. 175,000 extra full-time undergraduate higher education places will be required by 2010 if potential students are to have the same opportunity for entry. But if the demand for full-time places increases, then an increase of 200,000 extra places per year by 2010 will be necessary. (*Higher Education: Preparing For The 21st Century* AUT 1995).

Access Funds When the government introduced **student loans** in 1990 it provided an annual sum of money to each institution for use in instances of hardship. Individual institutions are free to determine the basis on which the money is distributed, and to decide, for example, whether to split the money into lots of small grants or fewer, larger ones; or whether to prioritise the requests of certain students, such as finalists. In 1995-96 the total access fund budget was frozen at the previous year's level of £22M (see **student support, maintenance grant**).

accreditation Accreditation involves approval by an authorised body of courses at a higher education institution (see **professional accreditation**). Successful completion of an accredited course may be a prerequisite for the next stage of professional education, or may confer professional status in its own right. There is no recognised system of accreditation for university teaching (see **Universities' and Colleges' Staff Development Agency, Staff and Educational Development Association, validation**).

admission Higher education institutions have the right to choose their own students. In the UK in 1992, the main entry qualifications of first year students on first **degree** courses at **universities**, the former polytechnics and other higher education institutions included: **A levels** 54.9%; **vocational qualifications** 10.3%; Scottish **Highers** 4.6% (HESA 1995).

Admission to UK universities is coordinated through the **Universities and Colleges Admissions Service** (UCAS), backed up by the **Educational Counselling and Credit Transfer Information Service**. The UCAS scheme allows undergraduate applicants a maximum of eight choices. Prospective students usually apply for a university place before they know their A level or Higher exam results. Application forms have to be completed and sent to UCAS by 15 December for entrance the following October. Copies of the forms are sent to the relevant institutions, which decide whether to make an offer of a place (usually conditional on exam results) to the applicant, who is allowed to hold a maximum of two offers. The conditional offer is confirmed or withdrawn once the applicant's exam results are published in the middle of the following August. A clearing scheme is operated by UCAS from late August to September to match unplaced applicants with remaining vacancies.

A January start to the **academic year** for new students has been proposed as a way of avoiding the problems caused by the current pre-results application system (*THES* 2.7.93). These problems include: the tight schedule in August and September; having to predict student numbers for the purposes of the **funding councils** (see **funding timetable**); the government reducing student numbers after conditional offers have been sent out; time spent by admissions tutors on applications which are for 'insurance'. The introduction of semesters starting in early

September would require earlier exam results. The **Standing Conference of Principals** has stated its opposition to a post-results application system; the **National Union of Students** is in favour of a post-results system (*THES* 10.2.95). Exam boards say they would not be able to publish results sufficiently quickly (*THES* 21.1.94).

adult education Adult education courses are run for part-time students at higher education institutions and do not normally last for more than one year; they do not generally lead to a formal higher education qualification (see **continuing education, further education, National Institute of Adult Continuing Education, Employee Development Assistance Programme**). Adult education is officially divided into liberal, such as painting or birdwatching, and vocational.

AUT policy: Deplores the reduction in non-vocational liberal adult education in Britain (December 1993).

Advisory Board for the Research Councils see **research council**

Advisory Council on Science and Technology (ACOST) A body, formerly within the Cabinet Office, to advise the government on priorities for and coordination of **science and technology** in the United Kingdom. Following the *Realising Our Potential* White Paper in 1993, ACOST was replaced by the **Council for Science and Technology**.

Age Participation Index (API) see **participation rate**

age profile The age profile, or range, of **academic staff** is such that in 1991, 32.2% of all staff in the **'old' universities** were aged over 50, and 26.9% in the 'new'. Because of the number of staff retiring and leaving the profession, by 1996, 52.6% of staff in the 'old' and 49% in the 'new' will be aged over 50.

AUT policy: Universities need to increase rapidly their intake of staff over the next 10 years to cope with the 'retirement bulge' (*Bursting At The Seams* AUT 1993).

'ancient' universities The universities of St Andrews (founded 1411), Glasgow (1451), Aberdeen (1495) and Edinburgh (1583) are the oldest in Scotland, and are known collectively as 'the ancients'.

anonymous marking This is a system of assessment designed to make sure, as far as possible, that the identity of candidates is not known to the marker, to remove the possibility of bias towards or against particular students.

AUT policy: Although anonymous marking cannot be used in all types of assessment, the aim should be to apply it wherever possible, as an important element of **equal opportunities** in higher education (December 1994).

appraisal A system for the assessment of the work performance of individual employees.

AUT policy: Appraisal should promote the career development of all **academic** and **academic-related staff** through encouragement and support; it should be separate from **probation**, **promotion** and disciplinary procedures; it should be compatible with the development of **equal opportunities** for staff; it should be accompanied by significant additional resources; staff should have a choice of reviewers, who should be properly trained; appraisal should be confidential and biennial (May 1987).

assessment scale In the **quality assessment** of teaching in higher education, the initial scale used by the **Higher Education Funding Council for England** (HEFCE) and the **Higher Education Funding Council for Wales** (HEFCW) had three grades: excellent, satisfactory and unsatisfactory. From April 1995 the HEFCE replaced this scale by an overall approved/unsatisfactory 'summative judgement' based on a four-point assessment scale of six areas of educational provision. The four-point scale is 1-4 in ascending order of merit. If there is a 1 in any area this means provision is unsatisfactory, and has to be reassessed within a year. If provision is still judged unsatisfactory, funding is withdrawn in whole or in part. The areas of provision are: curriculum design, content and organisation; **teaching**, learning and assessment; student progression and achievement; student support and guidance; learning resources; quality assurance and enhancement. From October 1995 the HEFCW has been using an approved/not approved threshold, with an additional judgement of excellent according to merit for approved departments. 'Excellent' departments receive a reward of additional funded student numbers, or funding for a project. The **Scottish Higher Education Funding Council** uses a scale with four grades: excellent, highly

satisfactory, satisfactory and unsatisfactory.

Association of Graduate Recruiters An organisation, founded in 1968, with around 500 corporate members, which represents employers who recruit graduates.

Association of Commonwealth Universities see **Commonwealth**

Association of University and College Lecturers (AUCL) Formerly the Association of Polytechnic Teachers. A **trade union** for **academic** and **academic-related** staff in higher education. It was founded in 1973, has 3,100 members (1994), and is not affiliated to the TUC. Although its membership is based in the former **polytechnics**, it has recently sought to recruit members in the **'old' universities**, where the **AUT** is the only union recognised by employers to represent academic and academic-related staff (see **NATFHE**).

Association of University Teachers (AUT) The AUT is a **trade union** and professional association which represents **academic** and **academic-related staff** primarily in the **'old' universities**. The AUT was founded in 1919; it is affiliated to the TUC. The AUT has a little over 30,000 members, about 70% of whom are academic staff. Other members belong to administrative, computer, **contract research** and library staff sectors. The AUT also represents non-clinical scientific staff at the **Medical Research Council**.

The AUT has a federal structure with 80 **local associations** in higher education institutions. The local association normally has a procedure agreement with its institution, giving the AUT recognition for negotiation and consultation. There is normally a Joint Negotiating Committee at each institution, meeting about once per term (see **conditions of service**).

The AUT's policy is made at its biannual council meeting. A nationally-elected executive committee is responsible for the general running of the association between council meetings. The AUT has standing committees covering the following policy areas: education, employment, **equal opportunities**, European and international affairs, finance and membership, strategic planning, and tactical action and campaigning. There are advisory committees for the following staff groups: Medical Research Council, administrative, computer, **contract research**, library and women. The AUT (Scotland) consists of members of the association in Scottish universities; it has its own council and executive committee.

A document prepared in 1994, *Universities And The Association: Establishing Principles*, proposed that the AUT seek recognised professional status, based on a charter, to improve its standing as an organisation. The association 'could play a major role in the design and regulation of ... qualifications for university professionals' (see **accreditation**). *Higher Education: Preparing For The 21st Century*, a report published in 1995 to mark the 75th anniversary of the AUT, called for a continued annual expansion of 4% in the number of full-time undergraduate higher education places — aiming for an extra 200,000 places by 2010.

The AUT has recently concluded joint membership agreements with the Royal College of Nursing (in 1994), the Society of Radiographers (1994) and the Royal College of Midwives (1995). These agreements include representation by the AUT for academic staff in each of these organisations, in national and local negotiations on pay and **conditions of service**.

audit The main kinds of audit in higher education are of finance and quality. Higher education institutions are required by the **funding councils** to carry out internal financial audit. Funding councils have the authority to carry out an external financial audit of higher education institutions. The government requires the funding councils to have adequate internal financial audit arrangements. The **National Audit Office** is responsible for financial audit of the funding councils, and has the power to inspect the finances of **universities** (see also **Public Accounts Committee**). The European Union (EU) and the Court of Auditors of the EU have the power to

audit institutions receiving EU funding.

Quality audit of higher education institutions is carried out by the **Higher Education Quality Council** to ensure that institutions have adequate systems of assuring the quality and standards of the education they provide. It is AUT policy, supported by the **Committee of Vice-Chancellors and Principals** through the **Commission on University Career Opportunity** to carry out audits of **equal opportunities** in higher education institutions.

AUT/NATFHE Confederation In January 1993, the **AUT** formed a confederation with the **National Association of Teachers in Further and Higher Education** (NATFHE), which represents lecturers in the **'new' universities** in England and Wales. The aim of the confederation is to represent members in areas of joint interest. The confederation is governed by a Confederation Council, which has representatives from both unions, and reports back to the executive committees of both unions. There are also committees covering employment, education policy and membership services.

AUT policy: (1) To work for the formation of a single body representing all **academic** and **academic-related staff** in higher education (May 1992). (2) When academic or academic-related staff, whose institution is in the process of merger or absorbtion into another institution, are transferred from employment for which either the AUT or NATFHE has had sole bargaining rights to another institution where the other association has had sole bargaining rights for that category of staff, it is AUT policy that those staff shall be eligible to become joint members of both associations; the association which has had sole bargaining rights in the recipient institution shall continue to do so; only the association with sole bargaining rights shall recruit new members in the relevant institution (December 1994).

Average Unit of Council Funding (AUCF) The amount of public funding for teaching per university student place in England and Wales. The AUCF is specific to each subject at each university, as opposed to the **Unit of Teaching Resource** used in Scotland, which is a standard amount of funding per student per subject at all institutions. For example, in England and Wales the funding per student place for teaching mathematics differs among **universities**; in Scotland the funding for teaching mathematics is the same for all institutions.

The AUCF is calculated as follows: the **funding council** grant for **core** and **margin funding** for teaching for each **funding cell** is divided by the number of enrolled UK and European Union students. The AUCF does not include **tuition fees**. The AUCF forms the basis for the following year's funding.

The system rewards institutions with lower levels of funding for each student place. Institutions with the lowest AUCF in each funding cell receive the lowest percentage reduction (**efficiency gain**) on the previous year's funding. The reductions are currently in the range of 0%-3%, depending on the subject. The AUCF for core funding is adjusted upwards in line with inflation, and downwards in line with the government's desired efficiency gain. For margin funding, institutions with the lowest AUCF in each funding cell will receive the highest percentage rate of growth.

AUCFs do not necessarily represent the actual costs of teaching. According to the **Higher Education Funding Council for Wales**: 'AUCFs should not be interpreted as representing in any sense the [Funding] Council's perception of the cost of teaching students in any particular funding cell ... the AUCF represents only that element of public funding which flows from the Funding Council and does not include the tuition fee ... Rather, AUCFs are a representation of how institutions have chosen to distribute and represent their grant ... together with the outcome of their internal policy deliberations regarding where and how all their funds are best spent' (Circular *W93/29HE*).

Bain Report *Private Sector Funding In Higher Education*, by Professor Andrew Bain, was published in August 1993 by the three **funding councils** and the **Department of Education for Northern Ireland**. It aimed to make proposals for improving access for higher education institutions to private sector finance. Its

recommendations included: that institutions diversify their sources of income to become less reliant on Treasury funding; continued **safety-netting** of institutions to reduce the perceived risk for lenders; that institutions make their published accounts freely available to the financial sector; that the funding councils provide letters of support for capital projects which they think are realistic; that the funding councils invite tenders for providing financial advice to them (see **capital funding**).

band see **tuition fee**

Barnett Report Report of an inquiry, led by Dr Ronald Barnett, of the University of London's Institute of Education, and commissioned by the **Higher Education Funding Council for England** (HEFCE) and the **Higher Education Funding Council for Wales** (HEFCW), into the method of **quality assessment** of university education. It was published in April 1994. Its recommendations included: universal visiting of institutions being assessed; replacing the **assessment scale** used at that time by the HEFCE and the HEFCW with a 'satisfactory / unsatisfactory' threshold, combined with a profile of the **department**/subject being assessed, which gave advice for quality improvement.

basic research Pure, as opposed to applied (which is not necessarily the same as 'near-market'), research, undertaken to advance fundamental knowledge. Defined by the government as 'research without a specific end in view [where] the market does not operate' (*Realising Our Potential* 1993 p15 — see **White Papers**).

binary divide The division in higher education between the **universities** formerly funded by the **Universities Funding Council** (UFC), and the former **polytechnics**, funded by the **Polytechnics and Colleges Funding Council** (PCFC) — now the 'old' and 'new' universities respectively. The divide was officially removed when the polytechnics were allowed to apply for university status and award their own **degrees** under the **Further and Higher Education Acts 1992**. From 1 April 1993 the UFC and the PCFC were replaced by the higher education **funding councils**.

block grant see **higher education funding**

board of governors The main executive governing body of a **'new' university** (see **governance**). The board is responsible for: oversight of the education provided by the university; the awarding of **degrees**; efficient planning and use of financial resources; the appointment of senior staff; the employment, pay and **conditions of service** of all other members of staff. The board has at least 12, and up to 24 members. At least half of the board members must be independent, with industrial, commercial, professional or employment experience, and are not members of the university's staff or student body, or an elected member of a local authority; up to two members may be academic staff at the institution nominated by the **academic board**, and up to two may be students at the university — although these may be excluded by the board; at least one and not more than nine shall be co-opted members nominated by members of the board who are not co-opted. The co-opted members may be members of staff, or elected members of a local authority. The chairman of the board is normally appointed by the independent members.

bridging fund This is a pool or sum of money used to fund an academic member of staff — usually a researcher — for a period of time in which promised contract funds are not yet available, ie to provide a 'bridge' between contracts.

British Academy The British Academy was founded in 1901. Its main purpose is to promote research and scholarship in the humanities and social sciences. It is one of the main distributors of research funding for higher education. The bulk of the Academy's income comes from the government; it also has funds from gifts and legacies, research foundations and Fellows of the Academy. It received £22.8M from the Department for Education for 1994-95 to support research in the humanities. Although there is no '**research council** for the humanities' as such, the Academy in effect fills this role through its

Humanities Research Board. The areas principally covered by the board include languages, history, law, history of science, religious studies, history of art and music. The academy also makes grants for social science research, including economics, politics, linguistics, sociology, anthropology, geography and psychology.

Business and Technology Education Council (BTEC) The BTEC was set up in 1983 by the Secretary of State for Education and Science to promote and develop vocational education; it awards qualifications to those who successfully complete its courses. It is one of the three main examining bodies for **vocational qualifications** in England, Wales and Northern Ireland, where its courses are available in more than 1,000 schools, colleges and **universities**. Its subject areas include business and finance, computing, construction, design, engineering, hotel and catering, management, travel and tourism. The BTEC offers General National Vocational Qualifications (GNVQs) at Advanced and Intermediate levels, and National Vocational Qualifications (NVQs) at levels 1-4. It also offers First, National and **Higher National Certificates and Diplomas**; these will generally be phased out as more GNVQs and NVQs become available.

capital funding Capital funding for higher education institutions from the **funding councils** pays for land and buildings, new construction, extensions and alterations, furniture and equipment. Since April 1993 institutions have been allowed to borrow on the security of Exchequer-funded assets (see **Bain Report** and **Pearce Report**). The servicing of loans is not to exceed 7% of an institution's annual income. At the end of 1992, institutions' private sector borrowing was in excess of £800M, most of which was for student residences. The government had planned to increase capital funding by around 20% in real terms between 1993-94 and 1996-97 (DFE *Report 1994*); however, the 1995 Budget reversed this with a 52% cut in capital funding.

AUT policy: For the AUT to be fully consulted on the most effective ways of using additional capital resources (December 1993 Circular *EC/39/23*).

capping A way of restricting an increase in funding for individual institutions under formula funding. For example, in 1993-94 the increase an institution funded by the **Higher Education Funding Council for England** could receive for **QR research funding** was capped at 15%.

casualisation The process of staff in higher education increasingly being employed on a **part-time** and/or short-term basis on **fixed-term contracts** (see also **tenure**).

AUT policy: The AUT deplores the continued and increasing casualisation of staff in higher education; the AUT is to gather data on casualisation and produce a league table of institutions to identify and publicise the worst offenders (December 1994).

central institution Vocationally-oriented higher education institutions in Scotland which became universities following the **Further and Higher Education (Scotland) Act 1992**.

Certificate of Sixth Year Studies (CSYS) A public examination taken in Scotland by pupils who have completed their **Higher** grade studies, and wish to continue studying particular subjects. Under plans announced in 1994, the government is to develop two-year Advanced Higher courses which incorporate and replace the CSYS.

chancellor The titular head of a university. The chancellor's main responsibility is conferring the degrees of the university (see **governance**). In the 'old' universities the chancellor is normally appointed by the **court**. The chancellor chairs the court in the **'old' universities** of England and Wales (see also **vice-chancellor**.)

charter A charter is a document establishing a higher education institution, conferring powers and privileges given by the monarch (see also the **Charter for Higher Education**). Many **'old' universities** are constituted by a **royal charter**; others have constitutions established by Act of Parliament.

Charter for Higher Education In 1993 the government published its *Charters For Higher Education* in England, Scotland and Wales under the Citizen's Charter Initiative. The charters are primarily intended to guarantee certain rights for students regarding information, equality of

treatment, and to provide the means of redress if these promises are not kept.

check-off This is a method of paying **trade union** subscriptions, by which deductions from a union member's pay are passed on to the union by the employer. Under the Trade Union Reform and Employment Rights Act 1993, these deductions must have prior written consent from the employee, and must have renewed consent every three years. Starting from 1994, the process must be repeated every three years. Some **universities** charge a fee, which is a percentage of the amount deducted, for administering check-off payment.

AUT policy: The AUT's preference is for members to pay by direct debit rather than check-off.

Chief Scientific Adviser see **research council**

City and Guilds of London Institute Founded in 1878 by the Corporation of the City of London and some of the livery companies, to provide education in manufacturing and other industries. The institute is one of the three main examination bodies for **vocational qualifications** in England, Wales and Northern Ireland (see also the **Business and Technology Education Council** and the **Royal Society of Arts**). It offers qualifications in more than 400 subjects in areas such as engineering, construction, catering and hairdressing — many of which are National Vocational Qualifications, as well as General National Vocational Qualifications at Foundation, Intermediate and Advanced levels.

the 'civics' These are **universities** originally founded by **royal charter** in major cities, such as Birmingham, Manchester, Bristol, Leeds, Liverpool and Sheffield, in the 19th and early 20th centuries (pre-1914). Many had close links with philanthropist founders or particular trades, which is often indicated by the places reserved for their representatives on the **courts** or **councils** of the universities.

clawback A method used by the **funding councils** for recovering allocated funds from higher education institutions. If, for example, an institution was allocated funds on the basis of enrolling a certain number of students, and subsequently under-enrolled, then the funding council might 'claw back' part of the teaching grant. The clawback would not necessarily involve the institution paying money back to the funding council; rather, the council would hold back the amount of clawback from a particular month's payment.

clearing see **admission**

cohort A group of individuals, such as a body of students in a particular subject group or academic year, which stays together through time.

Colleges of Advanced Technology (CATs) These were 10 institutions in England and Wales, such as Aston, Bradford, Brunel and Salford, which were designated CATs in 1956, and became universities in the 1960s.

colleges of higher education These are funded by the higher education **funding councils**. A number are denominational. They are divided into general colleges which offer a range of courses particularly in business and management, humanities and education, and specialist colleges with more than half their students in one academic subject category, for example teacher training, music, or art and design. In particular, 53% of teacher education in England and Wales is provided by higher education colleges. Some, such as Bath College of Higher Education, have the power to award their own **degrees**. Following the **Education Reform Act 1988** the majority of the colleges have become independent self-governing bodies funded directly by the **funding councils** (see **Standing Conference of Principals**).

collegiality The principle of a **university** or **department** being a self-governing community of scholars who share the decision-making relating to their institution; this is contrasted with the more recent trend of 'managerialism', or line management, in running higher education institutions (see **governance**, **Jarratt Report**, **management**).

Comett A European Union programme to promote the cooperation of European universities and industry in technological training. 76 UK-led projects shared more than £3M in 1992-93. Comett ended on 31 December 1994, and was

incorporated into the **Leonardo** vocational training programme.

Commission on Social Justice An independent body set up by the late Labour Party leader John Smith to investigate policies for economic and social reform in Britain. Its report *Social Justice* was published in 1994. The Commission was chaired by Sir Gordon Borrie. Regarding higher education, it recommended:

- Students should contribute to the cost of higher education after graduation;
- Maintenance support should be increased, but should be entirely repayable on an income-related basis;
- 20% of **tuition fees** should be repayable on an income-related basis;
- expansion of **access** to higher education on the basis of **lifelong learning** through the creation of a national 'learning bank' covering both education and training, with credit-based learning, and individual learning accounts to pay for education and training; contributions to the learning bank to come from government, private finance, employers and individuals.

Commission on University Career Opportunity (CUCO) Established by the **Committee of Vice-Chancellors and Principals** in 1993, initially for five years. Its aim is to encourage and help universities to achieve a more diverse and representative body of staff, through ensuring fairness and equality of opportunity in staff selection, employment and promotion. Membership of the CUCO includes vice-chancellors and principals of universities, heads of personnel, and trade union representatives from the **AUT**, **NATFHE** and **UNISON**.

AUT policy: The AUT welcomed the establishment of the CUCO (December 1992).

Committee of Directors of Polytechnics (CDP) see **Committee of Vice-Chancellors and Principals**.

Committee of Scottish Higher Education Principals (COSHEP) Established in 1992 to develop policy and speak on behalf of Scotland's higher education institutions, particularly to the **Scottish Higher Education Funding Council** on funding issues. It has 21 members, representing the heads of higher education institutions in Scotland. The Committee of Scottish University Principals separately represents the 13 Scottish universities, all of whom are members of the **Committee of Vice-Chancellors and Principals**. The Conference of Scottish Centrally-Funded Colleges separately represents the colleges of — for example — art, agriculture and education.

Committee of Scottish University Principals (COSUP) see **Committee of Scottish Higher Education Principals**

Committee of University Chairmen A discussion forum formed by the merger of the Committee of the Chairmen of University Councils (in the **'old' universities**), and the Standing Conference of the Chairmen of the Boards (in the **'new' universities**). It is concerned with the effective running of university governing bodies, and makes representations about this to the government and other relevant bodies (see **governance**).

Committee of Vice-Chancellors and Principals (CVCP) Founded in 1918. The CVCP had a membership in 1995 of 104, representing the executive heads of higher education institutions in the UK which have the power to award degrees, following the accession of 41 **'new' universities**, when the former Committee of Directors of Polytechnics merged with the CVCP. The **federal universities** of London and of Wales have extra CVCP representatives — respectively 10 and six — to reflect the numbers of institutions of which they are comprised. The CVCP's main committee meets four times a year, and elects a chairman and two vice-chairmen, who are members of the CVCP's Council, which meets seven times a year and has a total of 21 members.

The CVCP is funded by membership subscriptions. It aims to promote and develop **universities** in the UK by: developing policy relating to universities; representing universities to government, Parliament and other bodies at a national and international level; providing information to and about universities.

The CVCP has established a number of higher education agencies, including the **Higher Education Quality Council, Universities and Colleges Admissions Service, Higher Education Statistics Agency, Universities' and Colleges'**

Staff Development Agency, Universities and Colleges Employers Association.

Commonwealth The Association of Commonwealth Universities (ACU) was founded in 1913. The ACU had 416 corporate members in 1994. It produces the annual Commonwealth Universities Yearbook, and aims to promote contacts and cooperation among member universities through the movement of staff and students from one Commonwealth country to another; exchange of information; and meetings.

compensation see **tuition fee compensation**

competence see **job evaluation**

Computers in Teaching Initiative see **information technology initiatives**

conditions of service Unlike pay agreements, conditions of service agreements for **academic** and **academic-related staff** in the **'old' universities** are generally negotiated and determined locally, not nationally (exceptions to this include conditions which are determined by law, such as the right to trade union membership; and the **Good Employer Agreement** for **contract research staff**). Conditions of service are set down in university **statutes** and **ordinances**; they may also be found in additional agreements negotiated between individual institutions and the relevant **trade unions**.

Conditions of service include the following areas of employment: **appraisal**, car parking, childcare, **contracts**, discipline, **equal opportunities**, expenses, external income, grievance procedure, health and safety, hours of work, leave, library provision, participation in university representative bodies, pensions, **probation**, **promotion**, redundancy, training, facilities for trade unions.

Conditions vary between staff groups (for example, contracts for academic staff tend to be open-ended, but for contract research staff, contracts are more likely to be **fixed-term**), and within staff groups (for example, professors are usually the only rank of academic staff to have reserved car parking spaces). In some areas there are wide differences among **universities** in conditions for employees (for example, training for appraisal assessors is compulsory at some institutions, and optional at others); in other areas, practice is broadly similar (for example, the length of the working week is unspecified for academic staff).

Confederation of British Industry (CBI) A 'peak' pressure group founded in 1965. It represents businesses to the government, the European Union and other national and international bodies. The CBI has a membership of around 250,000 small, medium and large companies that employ more than 60% of Britain's workforce. It has 13 regional offices, and a range of specialist policy committees, including the Education and Training Affairs Committee, which keeps a watching brief on policy 'to ensure that current and future skills needs of British business are met'. The CBI organises training and conferences on higher and vocational education.

The CBI's 1994 report *Thinking Ahead* called for a minumum graduation target of 40% of young people — compared with the government's current higher education participation target of 33% — by the year 2000. An extra £3BN would be needed to fund this expansion. The report indicated that the funding should come from the government, further efficiency gains by institutions, and a greater financial contribution by some students. The report gave strong support to **credit accumulation and transfer** (see also **vocational qualifications**, **surcharge on graduate employers**).

In its report on vocational education, *Quality Assessed* (1994), the CBI suggested a number of changes to vocational qualifications. In its report *Creating a Learning Community* (1994), the CBI recommended that all its members should have links with education by 2000 and that these links should be integrated into the school curriculum. The CBI has played a prominent role in establishing the **National Targets for Education and Training**.

Conference of Scottish Centrally-Funded Colleges see **Committee of Scottish Higher Education Principals**

congregation In most universities, this is a meeting, usually presided over by the **chancellor**, for conferring degrees.

Conservative Party Although the expansion of higher education has occurred under a Conservative government, it is not clear that future Conservative policy on higher education will be based on support for mass participation. The Conservative Political Centre's policy group on higher education wants to halt growth. The same group proposes more radical reforms of student financial support. The current Secretary of State for Education and Employment, Gillian Shephard, launched a review of higher education in 1994 to consider the direction of policy development, with particular regard to the size and funding of the system (see **consolidation, government higher education policy, legislation**).

consolidation A government policy for restraining recurrent expenditure on higher education mainly by limiting the growth of the number of students for whom **tuition fees** are paid (ie home and European Union full-time undergraduates) and holding steady the **participation rate** of students. Consolidation was first announced in the Autumn Statement of 1992, to cover the period from 1993-94 to 1995-96. Since then it has been extended to 1997-98; in the 1995 Budget consolidation was extended to include 1998-99. In December 1993 **maximum aggregate student numbers** for courses were established, with institutions being penalised for over-recruitment (institutions are also penalised through **holdback** for under-recruitment). Because of the projected fall in the actual number of 18 and 19 year-olds in the population to 1995-96, the effect of holding steady the participation rate means a reduction in fee income for universities. Since 1992-93, tuition fee levels have either been held steady (ie a real terms reduction) or reduced (see **tuition fee compensation**). Consolidation covers students on full-time and sandwich courses, but not the bulk of part-time courses (see **efficiency gain, margin funding**).

continuing education (CE) This is education provided by **universities** through courses which are generally short and part-time. CE includes provision of courses for people in employment who wish to improve their vocational skills, and for those who traditionally have been under-represented in higher education. CE is particularly geared towards linking higher education and industry (see **National Institute of Adult Continuing Education**).

Expenditure on continuing vocational education (CVE) — defined by the **Higher Education Funding Council for England** (HEFCE) as 'activity which contributes to the updating of employment-related skills and knowledge to meet the needs of employers and employees' (Circular *C28/94*) that results in a university degree or qualification (ie 'award-bearing') is included in **core funding**. For example, the HEFCE allocated £14.9M in 1995-96 for CVE. This funding does not cover **medical and dental** CE, and the **In-Service Education of Teachers**, which have different funding arrangements. For non-vocational CE, the HEFCE's policy is 'mainstreaming', ie to turn as much as possible into award-bearing CE. In 1993 HEFCE decided to stop providing specific funding for research into CE from the end of 1993-94. A new funding regime is to start from 1995-96 onwards (see **Training and Enterprise Council**).

The **Scottish Higher Education Funding Council** (SHEFC) refers to two types of CE: Continuing Professional Development (CPD), which aims to meet the needs of employers and their employees; and Continuing Personal Education (CPE), which is non-vocational CE. The SHEFC's policy is to take 'a more strategic approach' to the development of CPD, and to encourage where appropriate the conversion of CPE provision to become credit-bearing and thus fundable through mainstream teaching funding (SHEFC Circular *53/94*). The policy of the **Higher Education Funding Council for Wales** is for as much non-vocational CE as appropriate to become award-bearing. The development of modularisation means that higher education

institutions are moving towards integration of CE and degree programmes (see **modules**). There is also increasing emphasis on CE linking in with **credit accumulation and transfer (CAT)** schemes and with **vocational qualifications**.

contract There are several different types of contract under which **academic** and **academic-related staff** are employed. Academic staff have traditionally had **tenure** of appointment, although the right to this was effectively ended by the **Education Reform Act 1988**. Most academic and academic-related staff are employed on open-ended **contracts**, but the use of **fixed-term** contracts is increasingly frequent. For **contract research staff**, more than 50% are employed on contracts for two years or fewer. The number of staff employed on fixed-term or open-ended **part-time** contracts is growing. The main types of part-time contracts are pro rata — or fractional — under which employees are entitled to a proportion of the pay and conditions of full-time staff, and hourly-paid (mainly for staff only engaged in teaching).

contract research staff (CRS) These are staff who are employed to carry out research, usually on externally funded research projects. 85% of CRS are on **fixed-term contracts**. The duties of CRS can include a limited amount of teaching. More than 18,000 CRS are employed in the UK's **'old' universities**, where they comprise 34% of academic and related staff. More than 50% of contracts are for two years or fewer. In 1995 a Concordat on the career structure of CRS, drafted by the **Office of Science and Technology**, the **Committee of Vice-Chancellors and Principals** and the Royal Society, was published for consultation purposes. The **AUT** criticised it for not addressing adequately the lack of job security for CRS, and for failure to condemn the use of **waiver clauses**.

AUT policy: (1) CRS should have the same electoral and participative rights as other academic staff (*The Internal Government of Universities* AUT 1990) (see **governance**). (2) To ensure that contracts with outside sponsors include provision to cover the cost of annual increments and national pay settlements (December 1993). (3) Teaching by CRS must be paid and non-compulsory; the AUT is to develop guidelines for the appropriate amount of teaching and level of payment for CRS; to press for an appropriate career structure for CRS as soon as possible for adoption of the **Good Employer Agreement** by employers; to increase the level of AUT membership among CRS (December 1994).

Contract Student Number (CSN) Institutions funded by the **Higher Education Funding Council for England** are required to provide places for a specified number — the CSN — of student places eligible for council funding. Failure to meet the CSN target means a **holdback** of council funding.

contracting out A form of privatisation in which publicly-funded services are put out to competitive tender, and then run on a commercial basis by the successful bidder.

AUT policy: Has expressed alarm at the increasing tendency of **universities** to contract out academic and non-academic services instead of employing their own staff (December 1993).

convocation Convocation consists of the senior figures in the university, such as the **vice-chancellor**, and graduates.

Coopers and Lybrand Report *Research Accountability*, commissioned by the **Higher Education Funding Council for England** into accountability for **research funding** granted to higher education institutions, and published in 1993. The report, conducted by the management consultants Coopers and Lybrand, looked at a number of ways institutions could be accountable for research funding from the **funding councils**. It identified seven levels of accountability, ranging from the outcome of the **Research Assessment Exercise** to monitoring the activity of individual members of staff. It proposed that accountability should be at the level of the 11 **academic subject categories (ASCs)**, rather than either at institutional level, or at the level of the 72 **units of assessment**. The report drew attention to the lack of a requirement 'that the institution should spend its R [Research] allocations between departments [or ASCs] in the same amounts as it receives'. This was a problem because institutions were unable to say that the designated R funds supported X% of the research in any one ASC.

core aspects of provision The main aspects of education which are assessed in a department when it undergoes **quality assessment** of teaching by the **Higher Education Funding Council for England** (HEFCE). The core aspects used by the HEFCE from April 1995 are: curriculum design, content and organisation; teaching, learning and assessment; student progression and achievement; student support and guidance; learning resources; quality assurance and enhancement (see **assessment scale**).

core funding The chief source of higher education **teaching funding** in the funding methodology of the **Higher Education Funding Council for England** (HEFCE) and the **Higher Education Funding Council for Wales**. It is distributed to institutions on the basis of providing a set amount of money for each enrolled student — the **Average Unit of Council Funding** (AUCF) — in each **funding cell**. Core funding is based on the previous year's AUCF. It is then increased by the government's forecast of inflation, and reduced by the **efficiency gain** required by the government. The bulk of funding for teaching is allocated under core funding; a small portion is allocated under **margin funding**. For example, out of a total of £2,270M funding for teaching for 1995-96, the HEFCE allocated 97% for core funding, and 3% for margin funding. Institutions with the lowest AUCF in each funding cell receive the lowest percentage reduction of the previous year's core funding. In return for core funding, institutions are expected to maintain the number of home and European Union student enrolments (see **contract student number**). The **Scottish Higher Education Funding Ccouncil** does not use the concept of core and margin.

AUT policy: To apply pressure on the government, the **funding councils** and the **Committee of Vice-Chancellors and Principals** to defend the unit of resource (December 1993).

core proposals and special initiatives These are methods used by the **Higher Education Funding Council for England** (HEFCE) to direct **margin funding** towards particular areas it wants to develop. Core proposals have long-term funding implications because they are used to **allocate** additional funded student places. These are then incorporated into **core funding** in the year following the grant. Special initiatives are generally short-term, and do not get built into core funding. In 1993, for example, the HEFCE set aside £3.5M for core proposals, which institutions were invited to apply for, and £6.5M for special initiatives. In 1993-94 HEFCE-funded core proposals focused on increasing provision of sub-degree and two year diploma courses — particularly those with a science, engineering and technology base, and for provision of new higher education courses in geographical areas with little or no similar provision. Funding was given for special initiatives which 'encourage higher education institutions to become more accessible to students with special needs', such as improving **access** for disabled students, helping students with learning difficulties, and increasing the number of students from ethnic minorities on **Initial Teacher Training** (HEFCE Circular *22/93*).

cost centre These are the academic units used by higher education institutions in making their financial returns to the **funding councils**. There are 35 academic and seven non-academic cost centres used by UK higher education institutions (see **academic subject categories**). Data on cost centre expenditure is published in university **performance indicators**.

council The council is usually the main executive body of the **'old' universities** of England and Wales (in Scotland, the **court** is generally the main executive body). The council is responsible for the management and administration of the revenue and property of the university; has general control of the 'conduct of the affairs' of the university and for determining the method of appointment and the conditions of service of staff; has oversight of the recommendations made by the **senate**. It may appoint the **vice-chancellor, registrar**, heads of **schools** or **faculties**, members of **academic staff**, external examiners. The council has lay members (eg from business, local government, public bodies), and elected members

from within the university (mainly academic and **academic-related staff**, and student representatives) as specified by the **statutes**. In a typical council, a majority of members are lay — the proportion is usually two-thirds lay, one-third academic. The size of the council ranges from 30 to more than 50; it meets at least three times a year. The council may make **ordinances** or **regulations** on the internal running of the university. The council will usually have a planning and resources committee responsible for the development of the university.

AUT policy: Lay council members should be appointed for fixed terms; they should be representative of the whole local community; half the lay members should be women; lay members must include **trade union** representatives; the AUT regards observer status for itself on council as essential (*The Internal Government of Universities* AUT 1990).

Council for the Accreditation of Teacher Education (CATE) Responsible for making recommendations to the government about the accreditation of teacher training courses; CATE was abolished under the **Education Act 1994** (see **Initial Teacher Training, Teacher Training Agency**).

Council for Industry and Higher Education (CIHE) The CIHE, formed in 1986, is an independent organisation linking **vice-chancellors** and senior higher education representatives with the chief executives of large UK companies. One of its aims is to promote the vocational aspect of higher education courses.

Council for National Academic Awards (CNAA) The CNAA was incorporated in 1965. It was responsible for the **validation** of **degree** courses and the awarding of degrees in the former polytechnics, and for carrying out **quality audit** of those institutions. It was abolished under the **Further and Higher Education Act 1992**.

Council for Science and Technology Set up following the 1993 **White Paper** *Realising Our Potential*, replacing the **Advisory Council on Science and Technology**. The council, which includes academics and industrialists, is expected to draw on the findings of the **Technology Foresight Programme**, to give the government 'outside independent and expert advice when deciding its own research spending priorities' (*Realising Our Potential* pp5-6).

court The court is often defined as the overarching governing body of many universities in England, but nowadays it has a mainly formal advisory role, with the **council** now having ultimate decision-making responsibility. In Scotland the court is the main executive body, similar to the English university council. The court in England can have the power to amend, add to or repeal university **statutes** prior to submission to the **Privy Council**; to receive the annual report and accounts of the university; to appoint the **chancellor**. In some **universities** the court can have up to 400 members, including the chancellor, **vice-chancellor**, heads of **schools**, **senate** representatives, student union representatives, Members of Parliament, local government representatives and officials, and local representatives from industry, **trade unions**, schools, colleges and religious organisations.

CR: contract-related research funding This is **research funding** distributed on the basis of an institution's relative success in securing contract research income from, for example, industry or the European Union. It is distributed pro rata to contract research income, and allocated to encourage institutions to undertake contract work on a full cost recovery basis. It is a relatively small part of recurrent research funding (eg £21M in England in 1993-94). CR is to be phased out after 1994-95, with its allocation transferred to **GR: generic research funding**.

credit Credits are awarded to a student who has successfully completed one or more **modules** of a modular degree course.

credit accumulation and transfer (CAT) Credit accumulation is the process of a student earning **credits** on **module**-based courses which count towards a **degree**, and which enables a student to complete a degree more flexibly than under the traditional three or four-year honours courses. Credit transfer enables a student gaining a credit at one institution to transfer it to another, where

the credit can be used towards an academic award. It has been suggested that credits might be earned at non-higher education institutions — such as accredited in-company training — and transferred to count towards a degree (*THES* 6.1.95). In 1990, there were CAT schemes in at least one-third of the former **polytechnics**, but there were very few schemes in the institutions funded by the **Universities Funding Council**. By 1992, around half the **'old' universities** were in the process of adopting credit schemes, and 40 were establishing modular schemes.

The **Higher Education Quality Council** (HEQC) CAT development project, led by Professor David Robertson, published its report *Choosing to Change* in 1994. The report was commissioned and funded by the HEQC, on behalf of the Department for Education and the Employment Department. The report's recommendations (relating to higher education except where indicated) included: easier student progression through credit transfer; credit transfer pilot projects; improved access for students with General National Vocational Qualification Level 3 **vocational qualifications**; a single national credit framework spanning all sectors of education; a two-year intermediate qualification called an 'associate degree'; the development of a funding allocation methodology based on a credit tariff system; **Access Funds** to be made available to part-time students; the transferability of the student mandatory award with the individual student; payment of **tuition fees** and mandatory grants in line with semesters; tuition fees (in England and Wales) to be paid by **funding councils** rather than **local education authorities**; adoption of two 15-week semesters (see **academic year**); improved credit transfer within the European Union.

The government says the development of credit transfer schemes is making 'an increasing contribution to the flexibility and responsiveness of higher education to the needs of students and employers' (DFE *Report 1994*). The aim of the **Scottish Higher Education Funding Council** is to encourage collaboration among institutions. Work on credits in Wales is under way 'within the Welsh CATS Forum' (Circular *W93/33HE*); under the Higher Education Credit Initiative, Wales plans to link academic credits to funding (*THES* 10.3.95). (see **Educational Counselling and Credit Transfer Information Service**).

credit-based funding A proposed system in which **degrees** are broken down into **modules**, students get academic credits for each module, and institutions are funded per module studied (see **credit accumulation and transfer**).

dean A dean is usually the head of a **faculty** of a university.

degree The main qualification conferred by higher education institutions. First degree courses in England, Wales and Northern Ireland usually last three years; some, such as language and engineering degree courses, may last four years. Medical, dental and veterinary courses normally last five years. Ordinary degree courses in Scotland normally last three years, and honours degree courses last four years; students with a higher level of qualifications on entry may be exempted from the first year of study (see also **degree titles**.)

Ten higher education institutions began pilot courses for two-year 'fast-track', or accelerated, degrees in 1992 (*The Guardian* 21.6.94). There is evidence which indicates that the results of students — who are often **mature students** — on accelerated courses are better than students on traditional three-year courses (*THES* 13.5.94). The University of Buckingham, Britain's only private university, also offers a two-year degree course, with four terms a year. '2+2' schemes are where a student does a two-year higher education diploma course and then gains access to the second and third years of a degree course. The **Higher Education Funding Council for Wales** has proposed a 2+1 course, with entry into the third year of a degree course after an appropriate bridging course. Government policy, as stated by former Education Secretary John Patten in April 1994, is to discourage degree courses longer than three years because these 'reduce the number of

people who can participate in higher education'. The **Higher Education Funding Council for England** (HEFCE) has also stated its opposition to a lengthening of degree courses — either to allow for an increase in knowledge of a subject, or to incorporate parts of professional courses, or to include a foundation year — because an increase in students on longer courses 'would be at the expense of additional students'. The HEFCE's policy is to encourage two-year sub-degree courses, and to prevent an increase in the average length of courses (HEFCE Circular *19/93*).

One of the defining features of a university is that it has the right to confer its own degrees. Former **polytechnics** which are now the **'new' universities** have the power to award their own degrees (their degrees were formerly accredited by the **Council for National Academic Awards**). Government policy, as stated by John Patten is that 'most [higher education] institutions should have their own powers for awarding degrees' (see **academic year**).

degree classification The standard classifications for the bachelors degree are first, upper second, lower second and third. These classifications have their critics, and some would like to see a straightforward pass/fail classification, but such a system is opposed, not least by potential employers of graduates (*THES* 18.6.93).

degree results The proportion of students on full-time and sandwich first degree courses in England achieving first and upper second classes has increased in recent years. In 1987-88, 49% of students at **'old' universities** graduated with a 1st or 2:1; as did 61% of Open University students; and 38% of students at the former polytechnics. In 1991-92, the figures were 54%; 64%; and 44% respectively. The Department for Education said 'increased participation and a reduction in unit costs have been accompanied by maintained or increased quality' (DFE *Report 1994*). The use of external examiners to moderate the degree exams is intended to ensure broad comparability of **degree standards** in the UK (see **drop-out rate**).

degree standards Government policy on the standard of degrees, as stated by former Education Secretary John Patten in April 1994, is that the **Higher Education Quality Council** should now 'place more emphasis on broad comparability in the standards of degrees offered by different institutions' (see **external examining, standards, value-added**).

degree titles In England, Wales and Northern Ireland, the most common title for a first degree is Bachelor of Arts or Science; in the older Scottish universities the title Master is used for a first degree in an arts subject. Postgraduate taught degrees are called Master of Arts or Science, and research degrees may be Master or Doctor of Philosophy.

department The unit in the structure of a university which is at the level of individual academic subject areas (see **governance**).

Department for Education and Employment (DFEE) Formerly the Department for Education (DFE), which merged with the Department of Employment in 1995, becoming the DFEE. The DFE superseded the Department for Education and Science (DES) in 1992. The Secretary of State has responsibility for school and post-school education in England, and for the government's relations with universities. The Secretaries of State for Scotland, Wales and Northern Ireland have similar responsibilities in their countries; the education departments in the four countries of the UK have responsibility for formulating education policy and training teachers (see **government higher education policy**).

Department of Education for Northern Ireland (DENI) The DENI is responsible for education policy development and administration in the province (see **Northern Ireland**).

DevR: development-related research funding This is **research funding** which is distributed selectively among institutions not previously funded for research, such as the former **polytechnics**. It is given to encourage development of research potential. For 1993-94 DevR from the **Higher Education Funding Council for England** (HEFCE) was only

available to former polytechnics that had participated in the **Research Assessment Exercise**, and which had received scores of 2 or higher. In February 1993 the HEFCE described DevR as an 'interim measure' which it intended to review. For 1994-95 the HEFCE allocated £16M for DevR. DevR in **Northern Ireland** is distributed competitively between its two **universities** to encourage the development of research in Northern Ireland and on issues relating to the province.

disability Employers are obliged by law to establish a quota (with a three per cent minimum) for the employment of registered people with disabilities (Disabled Persons (Employment) Act 1944, amended 1958; Companies Act 1985). Nevertheless many employers — including universities — fail to meet the quota. The **Commission on University Career Opportunity** found that 36% of universities have a code of practice on the employment of people with disabilities, and 33% can offer them flexible working arrangements. Some are members of the Employers' Forum on Disability. The absence of an effective legal framework for students has resulted in the under-representation of people with disabilities in higher education. Disabled students are usually eligible for the Disabled Students Allowance, and are represented by SKILL, the National Bureau for Students with Disabilities. The **Scottish Higher Education Funding Council** and the **Higher Education Funding Council for England** have recently run special initiatives for students with disabilities and special needs, funding innovative projects on access and entitlement for disabled students.

discretionary award This is an award to students which is at the discretion of the appropriate funding body, such as the **local education authorities** in England and Wales (see **mandatory award**, **student support**).

discretionary pay (DP) An element of pay which is not given automatically, but depends on application for it by the employee, and the approval of the application through the **promotions** procedure or by the employee's head of **department** or **dean** (see **pay scales**, **performance-related pay**). Since 1989, the government has required 3.75% of the **'old' university** pay bill to be reserved for allocation at local discretion. There is evidence which suggests DP schemes at some higher education institutions may discriminate against women (*Discretionary Pay Survey* AUT 1993).

AUT policy: (1) To campaign for open and fair methods of awarding DP (December 1991). (2) Total opposition to DP; to provide training to for **local associations** in negotiating over DP (May 1992). (3) Opposition to DP is based on the following grounds: it is no substitute for a substantial pay increase; it discriminates against certain staff groups, such as **contract research** and **part-time staff**, and women; it is an inadequate form of recognition for good performance; it is divisive among staff; it fails to improve staff morale or motivation. While DP continues, the AUT calls for open criteria in its allocation; for as much of the discretionary element as possible being used for extra promotions; for DP to be allocated proportionately according to the number of staff in each of the staff categories (academic, contract research etc) (May 1993).

diversity Denotes the idea of different institutions having different strengths and missions, rather than all doing the same things: some are stronger in teaching, others in research; some are developing along the lines of having strong provision for graduates; some concentrate on particular subject areas.

drop-out rates Drop-out, or 'wastage', rates for first degree students in UK higher education institutions have increased in recent years, from 13% in 1982-83 to 17% in 1991-92 (approximately 188,000 students). The Department for Education said the rates 'appear low by international standards' (DFE *Report 1994*). Drop-out rates are highly contested, as it is difficult to comment on complex and inter-related reasons for non-completion on the basis of quantitative data. Academic failure, for example, might reflect a lack of application, financial pressure, or lack of guidance. Furthermore, a proportion of those who drop-out resume their studies at a later date.

dual support boundary The line between funding for

research provided by the higher education **funding councils** and by the **research councils**. The boundary was redrawn in 1992 (see **dual support system**) to enable the research councils to pay a greater proportion of project costs.

dual support system Under the dual support system there are two main sources of public funding for scientific research in higher education institutions: **research council** grants, which are tied to specific projects; and **recurrent funding** for research from the **funding councils**, usable at the discretion of higher education institutions (see **British Academy**). Funding for specific projects is transferred by the government via the **Science Budget** to the research councils and then on to higher education institutions, on a competitive basis. Because of confusion over where the boundary lay between the two sources of funding, the system was reorganised in 1992. Now institutions are responsible for meeting the costs of basic infrastructure, ie staff (permanent, not **contract research staff**), premises and central computing; the research councils are responsible for meeting the direct costs of the projects they support (such as contract research staff), including overheads. The idea is that funding council money provides 'broad underpinning' for research activities; 'more targeted funding', usually in the form of specific project grants, comes from the research councils (SHEFC Circular *13/92*).

Education Act 1994 The main provisions of the Act were the establishment of the **Teacher Training Agency**, the reform of the students' unions (see **National Union of Students**), and giving schools the right to run teacher training courses without a licence from a higher education institution (see also **Council for the Accreditation of Teacher Education**).

Education Reform Act 1988 (ERA) This removed from **local education authorities** the duty of providing facilities for higher education and enabled the **polytechnics** to gain the status of **Higher Education Corporations**. It established the **Polytechnics and Colleges Funding Council**, and replaced the **University Grants Committee** with the **Universities Funding Council** (UFC) from 1989. The purpose of the UFC included 'administering funds made available to the Council by the Secretary of State', making grants to the **'old' universities** 'subject to such terms and conditions as they [the Council] think fit', and providing the Secretary of State with information and advice. The ERA established **University Commissioners**; and to ensure that **universities** were able to dismiss members of academic staff for redundancy or 'good cause' and had disciplinary, appeal and grievance procedures for academic staff. The ERA effectively ended academic **tenure** for staff appointed or promoted after 20 November 1987. The Act excluded from the jurisdiction of an institution's **visitor** any dispute relating to the employment or dismissal of a member of academic staff, but allowed the visitor still to hear and determine appeals and grievances.

Educational Counselling and Credit Transfer Information Service (ECCTIS) This is a computer-based service providing information about British further and higher education courses (see **credit accumulation and transfer**).

Educational Institute of Scotland (EIS) The largest trade union in education in Scotland, with 48,000 members (although **AUT**(Scotland) is the largest higher education union). The University Lecturers Association is an autonomous section of EIS, and organises in some of the **'new' universities** and other non-university higher education institutions in Scotland.

Effective Teaching and Assessment Programme (ETAP) see **teaching**

efficiency gain The percentage annual reduction the government imposes on **teaching funding** for higher education. For example, in 1994 the government set an annual 3% efficiency gain (see **consolidation, participation rates, quota subject**). The amount of efficiency gain for subjects provided by an institution funded by the **Higher Education Funding Council for England** and the **Higher Education Funding Council for Wales** is determined by the **Average Unit of**

Council Funding, or **Unit of Teaching Resource** in Scotland.

Employee Development Assistance Programme (EDAP) A form of **adult education**. The Ford motor company runs an EDAP scheme, which pays employees up to £200 a year towards the cost of a course of study of the employee's choice.

employment in higher education UK higher education institutions have an estimated 250,000 employees, of whom around 32% are **academic staff** (see **casualisation, tenure**). The terms and conditions of employment of a member of academic staff in the **'old' universities** are governed by: their **contract** of employment; the **charter**, **statutes**, and legislation which govern the institution; any local agreement made between the university and the **AUT**. In the **'new' universities**, conditions are agreed on a national basis (see **Universities and Colleges Employers Association, trade unions**). In the 'old' universities, appointments are made on the authority of the **council**. In the 'new' universities, the appointment of staff other than the most senior posts is the responsibility of the **vice-chancellor**.

AUT policy: (1) The AUT wants higher education institutions to have a policy statement on the professional development (PD) of academic and related staff — including those on fixed-term contracts, and to provide funding and allow time (5% of working time for formal staff development, and a minimum of 20 days per year for probationers) for its implementation; staff should see PD as an intrinsic part of their jobs; PD should be a career-long process and part of **appraisal**; training modules for some staff would be appropriate (May 1992). (2) ***'Promoting Professionalism'***, an AUT paper published in 1993, and adopted as policy in December 1994, proposed a single pay scale for all university academic and academic-related staff with an initial entry grade and a main promoted grade. The increments on the scale should be fewer, but larger, than those currently in use (see **Fender Report, pay scales**).

engineering Government policy is to increase the number of engineering and science students through providing higher **tuition fee** income for laboratory and workshop-based courses.

Enterprise in Higher Education A government programme, which started in 1988, to strengthen the link between higher education and employment. It funds a wide range of projects in universities (see **Confederation of British Industry, Council for Industry and Higher Education**).

entrance requirements University entrance requirements are increasingly varied and flexible, according to the type of institution, the course offered and the background, work experience and age of the applicant (see **admission**). A minimum of two GCE **A level** passes, four AS level passes (or combination of A and AS levels), or three SCE (Scottish Certificate of Education) **Higher** Grade passes are normally required. Alternatively, appropriate **vocational qualifications** are normally acceptable for higher education courses. Applicants with transferable **credits** from other courses of study — such as an **Open University** course, or **access** courses — may be given exemptions from parts of **degree** courses. Matriculation qualifications from other European Union and Organisation for Economic Co-operation and Development countries are generally acceptable.

equal opportunities Women and ethnic minority students are no longer under-represented in the higher education system as a whole, but their participation is still characterised by segregation by subject, and by **level** and **mode** of study. There are persistent concerns about the success rates of some ethnic minority groups applying for places at **'old' universities**. Students with disabilities are under-represented in higher education, and have been the subject of recent initiatives by the **Scottish Higher Education Funding Council** and the **Higher Education Funding Council for England** (see **disabilities**).

In 1989 the Commission for Racial Equality published a survey of universities' equal opportunites practices, *Words or Deeds?*, which accused universities of complacency with regard to the treatment of students and staff from ethnic minorities, religious minorities and with disabilities or special needs. In 1990 the universities were criticised in the Hansard Report

Women at the Top for failing to employ and promote women. In 1993 the **Commission on University Career Opportunity** (CUCO) was established by the **Committee of Vice-Chancellors and Principals** to survey the state of equal opportunities in universities' employment practice, and to promote the recruitment, selection and promotion of under-represented groups. Women in 1993-94 formed 27.1% of lecturers in the old universities and 5.5% of professors, compared with 16.6% and 2.3% respectively in 1983-4. A 1994 CUCO survey of 109 universities found that 93% had formally adopted an equal opportunities policy (see **Opportunity 2000**).

Erasmus A European Union (EU) education programme to increase the number of university students studying part of a course in another member state of the EU, and to promote cooperation among universities through greater staff mobility. In 1995 Erasmus was officially absorbed into the **Socrates** programme, part of which deals with higher education. The name Erasmus continues to be used by the UK Erasmus Student Grants Council, based at the University of Kent at Canterbury, which administers the UK programme (see **Leonardo, Lingua**).

European Union education programmes see **Erasmus, Leonardo, Lingua, Socrates**

European Union (EU) research funding EU research funding for the UK's **'old' universities** was £101.9M in 1993-94, representing 8.2% of their total research income. Some universities receive a large proportion of their total research funding from the EU. For example, 43% of the University of Ulster's research funding in 1993-94 was from the EU. The average amount of funding from the EU to individual 'old' universities in 1993-94 was £2.0M. The bulk of EU funding for research comes through the Framework Programme (FP); the current programme, FP4, runs from 1994-1998. Under FP2 (1987-91), 68% of EU research funding was for shared cost actions (SCAs), through which higher education institutions, companies and research centres from different EU member states participate in joint projects. Of the SCAs involving UK participants, 32% of the funding allocated went to higher education institutions.

external degree A degree awarded by one university and studied for at another institution. The University of London makes a number of its degrees available to external students (ie students who attend courses at other institutions — mainly in other countries). In 1993-94, the university's external programme had some 23,000 students registered in 11 subject areas; most of the students were from Africa and South East Asia. 65% of enrolments were in law; 15% were in economics and management.

external examining (EE) This is the main way of maintaining **degree standards** in the UK, so that degrees from different **universities** have the same status; a second aim of the system is ensuring that an institution's assessment system is fair. Under the system, an academic from university 'A' moderates the exam papers and scripts at university 'B' for a subject or degree programme, and writes a report on the programme for university B's **vice-chancellor**. External examining is carried out for undergraduate and postgraduate degrees and doctoral theses. The recent increase in the number of students and the low level of remuneration for EE have put the system under much pressure. The review of the **academic year**, under Lord Flowers, said the pressure on external examiners was compounded by modularisation, and institutions would need to reduce the assessment load of external examiners. In April 1994, former Education Secretary John Patten hinted that examiners had become less demanding (see **standards**). The **Higher Education Quality Council** is investigating reforms to the system.

AUT policy: To create a scale of fees for external examining, and to recommend that members refuse to act as external examiners where the scale is not met (December 1994).

faculty This is a group of subjects — such as arts, **engineering**, humanities, law, medicine, natural sciences, social sciences — taught in a university. The faculty is usually headed by a **dean** (see

governance).

federal universities The UK has two degree-awarding federal universities, London and Wales, which comprise a central administration and a federation of constituent colleges.

The University of London was established by **royal charter** in 1836 as a degree-awarding body, initially comprising University College and King's College. In the 19th and early 20th centuries, a number of colleges teaching externally for the London degree were set up in the UK, and which later became universities in their own right (such as Reading in 1926). In 1992-93, the university had 69,640 internal, and 23,100 external students (ie students registered for a University of London degree, but studying at institutions outside the university). In 1993-94, the university had 23 schools (including nine medical schools), 12 institutes for advanced study, and several other related institutes. The desire of a number of the London schools to award their own degrees and have greater control over their own administration and finances has led to increasing strain on the federal nature of the university. Although there is still only a University of London degree, eight schools are now directly funded by **Higher Education Funding Council for England**, while the rest have funding distributed via the federal university. As a result of the restructuring of the National Health Service in London, a number of free-standing medical schools are in the process of merging with multi-faculty institutions (see **medical education**).

The University of Wales has six constituent colleges. It was established by royal charter in 1893, and comprised institutions in Aberystwyth, Cardiff and Bangor, all of which had previously taught external students for University of London degrees. Further additions to the federal university in this century were Swansea Technical College (now University College of Swansea), the Welsh National School of Medicine (now University of Wales College of Medicine) at Cardiff, the University of Wales Institute of Science and Technology (UWIST, now part of University of Wales College of Cardiff), and St David's College, Lampeter (now St David's University College). As with London, the federal nature of University of Wales has been under strain in recent years, particularly over the autonomy of constituent colleges. In 1991-92, the University of Wales had 27,355 full-time equivalent students.

fee compensation see **tuition fee compensation**

fee income contingent loan (FICL) This is a proposal for a recovery system for the cost of tuition in which students pay a proportion of their **tuition fees**. There is a discount on fees if they are paid at the start of a course. For those who do not pay at the start, a loan is provided, which is repaid — after completion of the course — through National Insurance or Income Tax, once income has reached a certain threshold.

fees-only These are students whose places are not funded by the **funding councils**, for whom higher education institutions only receive **tuition fees**.

Fender Report The report *Promoting People* was produced by a **Committee of Vice-Chancellors and Principals** working group led by Professor Brian Fender, and published in 1993. Its recommendations included a single national pay spine ('from porters to professors'); **conditions of service** to be fixed to a point on the pay spine; as much local determination of conditions of service as possible; a job classification scheme to determine the location of posts on the pay spine; individual **performance-related pay (PRP)**; the pay spine to be amended annually according to a negotiated X%+Y% settlement negotiated with unions on a single table basis, in which the X% would be a national increase applicable to the pay spine in all institutions whilst the Y% would be an optional extra addition to pay for use locally on PRP and non-pay benefits; PRP to include team performance bonuses (see **employment in higher education**).

AUT policy: Rejected the Fender report because: the X% + Y% formula would lead to widening differentials between institutions and a deterioration in national salary levels; erosion of national salary levels would undermine national bargaining and marginalise the AUT; the

extension of PRP would be unworkable; job harmonisation would lead to a levelling down of conditions of service; the cost of creating job classification schemes would divert resources unprofitably from core activities (May 1993).

Fielden Report A report on human resource management in libraries produced in 1993 by the John Fielden Consultancy for the Joint Funding Councils' Libraries Review Group. It recommended: the introduction of an integrated grading system; the abolition of the professional/non-professional divide; that library staff training be centred around a national **vocational qualifications** framework.

financial memorandum A document from the appropriate Secretary of State to the higher education **funding councils** setting out the terms and conditions under which funds are to be distributed to higher education institutions.

financial year For higher education **funding councils**, this runs from 1 April to 31 March.

fixed-term contracts These are contracts with a defined date of commencement and expiry (see **casualisation**, **contract research staff**, **waiver clause**).

flexibility margin see **safety net**

Flowers Report see **academic year**.

Follett Report The report of the Joint Funding Councils' Libraries Review Group, chaired by Professor Sir Brian Follett, and published in 1993. The group was commissioned by the higher education **funding councils** and the **Department of Education for Northern Ireland**. Its recommendations included: the increased integration of information with the rest of an institution's work and planning; further development of **performance indicators** (PIs) for libraries; a programme to increase library space, costing £140M over three years, with two-thirds being paid by institutions, and one-third paid by the funding councils; a £0.5M programme to develop inter-library cooperation; up to £10M a year in **non-formula funding** from the funding councils for research collections; the funding councils should sponsor research into the electronic handling and storage of data, including the use of **JANET** and **SuperJANET**.

In 1994, the funding councils and the DENI decided to develop PIs for libraries; the **Higher Education Funding Council for England** (HEFCE) made support for libraries its main priority in selecting estate projects for capital funding; the funding councils allocated £4.75M in 1994-95 to support the report's recommendations on information technology; the HEFCE provided £9M for 1994-95 for research collections in 1994-95 (see **libraries**).

Forward Look An annual report by the **Office of Science and Technology** on government-funded science, engineering and technology, first published in 1994, which supersedes the Annual Review of Government-funded Research & Development (see **White Papers**, **science and technology**), and which draws on information from the **Technology Foresight Programme**. Its aim is to set 'strategic objectives' over a five to 10 year perspective, to highlight gaps in training and research, and to make comparisons with performance by the UK's competitors.

Foresight see **Technology Foresight Programme**

franchising An arrangement by which a further education college teaches parts of a higher education degree. A franchised student is taught at a further education institution while being registered at a higher education institution. Universities also have arrangements similar to franchising with other higher education institutions abroad (see **external degrees**). The current debate on franchising centres on the quality of franchised higher education. In England, almost one-fifth of further education colleges are now offering degree or sub-degree courses (*THES* 20.1.95). The higher education institution which validates the programme and the further education institution which delivers it are party to a memorandum of cooperation, outlining the responsibilities of each side in relation to student support, library and information technology provision, contact time, disciplinary procedures, development opportunities for staff, and so on. The **Average Unit of Council Funding** for higher education provision in further education institutions is lower than in

higher education institutions. It is provided by the higher — not further — education funding council. Franchised courses are subject to **Higher Education Quality Council** quality audits. The **Higher Education Funding Council for England** has recently conducted a consultation exercise based on its paper entitled *Funding the Relationship* (1995), which explores options for the future of franchise funding allocation.

full-time equivalent (FTE) For comparison purposes, numbers of part-time students or staff are converted into a full-time equivalent, usually through multiplication by a factor of 0.35. So, for example, the FTE of 100 part-time students is 35.

funded student numbers These are individual student places which receive **teaching funding** from the **funding councils**. The level of funding is determined by the **academic subject category**, the **mode**, and the **level**.

funding entries include **Average Unit of Council Funding, core funding, CR, DevR, efficiency gain**, various **funding** entries, **GR, higher education funding, Higher Education Funding Council for England, Higher Education Funding Council for Wales, margin funding, QR, recurrent funding, research funding, Scottish Higher Education Funding Council, teaching funding, tuition fees, Unit of Teaching Resource**

funding cell This is the basic funding unit for which average funding is calculated for each student place. It is used as the basis for calculating the **Average Unit of Council Funding**. In 1993-94, the **Higher Education Funding Council for England** used 44 funding cells, derived from 11 **academic subject categories**, two **modes** (full-time and part-time), and two **levels** (undergraduate or postgraduate taught, and postgraduate research).

funding councils The **Higher Education Funding Council for England** (HEFCE), the **Scottish Higher Education Funding Council** (SHEFC) and the **Higher Education Funding Council for Wales** (HEFCW) are statutory bodies which were established under the **Further and Higher Education Acts 1992**, and came into operation in April 1993, to distribute government funds for teaching, research, capital projects and other areas of expenditure. The funding for teaching is distributed on a formula which is based on the principle of funding student places on courses, not the courses themselves. The funding for research is mainly distributed by a formula related to the **Research Assessment Exercise**.

A major difference between the HEFCE and the HEFCW on one hand, and the SHEFC on the other, is that the former base the funding of teaching on the **Average Unit of Council Funding** (AUCF), while the latter uses the **Unit of Teaching Resource** (UTR). The AUCF is linked to the previous year's amount of funding allocated in a particular **funding cell** in each subject at each institution; the UTR is a common unit which is applied to all institutions.

The councils are also responsible for assessing the quality of education provided by **universities** (see **quality assessment**), for auditing universities' finances and management, and for providing the relevant Secretary of State with information and advice about higher education. The members of the funding councils are appointed by — and are responsible to — the relevant Secretary of State. Under the current government, they are required to have experience of providing higher education, or have experience in industry, business or finance.

The **Department of Education for Northern Ireland** directly funds the province's two universities, on the advice of the **Northern Ireland Higher Education Council** (see **further education, Northern Ireland**) (for information on cross-sector funding between higher education and further education, see **franchising**).

funding timetable The annual funding cycle in higher education is generally as follows:

April **Funding councils** submit their Public Expenditure Survey submissions to the government on the financial needs during the next academic year of the higher education institutions they fund.

November In the Budget, the government

announces its spending plans for the following three financial years. The funding councils are informed of their global allocations by the relevant government department.

December Institutions inform the funding councils of student numbers and the internal distribution of the current year's funding. This information provides the basis for calculating the following year's funding for teaching. The following year's research funding is also calculated on the basis of information submitted by the institutions.

January The funding councils decide on the total allocation of funding for teaching, research and other items.

February The funding councils decide on the distribution of funding to each institution.

March The funding councils announce their funding decisions to institutions.

The following timetable from April 1994 to March 1995 is an example of how the funding cycle operates for the Higher Education Funding Council for England, higher education institutions and university applicants:

	HEFCE	HE institution	school-leaver
1994 Apr	Send public expenditure forecasts for 1995-96 to government		
May	Inform HE institutions of student place numbers		
Aug	Publish AUCFs for 1993-94	Confirm places to applicants in second half of August	A level results by mid-August
Sep	Announce particular funding initiatives for 95-96	Clearing	
Oct		Enrolment	
Nov	Budget: DFEE informs HEFCE of funding for following 3 financial years		UCAS deadline for Oct 95 entry applications
1994 Dec	Make overall decisions on distribution of recurrent & capital funding	Return research data and early student numbers for 1994-95 to HEFCE, for calculation of 1995-96 research and teaching funding. Make offers to applicants for Oct 95 entry	
1995 Jan	Announce main elements of funding		
Feb	Decide and announce funding decisions for each HE institution	Make offers to applicants for Oct 95 entry	
Mar			

further education This is education below degree level for the post-16 age group, often of a work-related, vocational nature, although a majority of further education colleges also provide non-vocational courses, such as GCE A levels (see also **franchising**). Further education courses are a mixture of full-time, part-time, day release and block release. Further education courses are intended to lead to **vocational qualifications**, GCSEs, **A levels** and Scottish **Highers**. Typical further education courses cover subjects such as art and design, business studies, computing, electronics, foreign languages and office administration. In the UK, more than four million people were enrolled in further education courses at nearly 550 FE institutions in 1992-93, compared with 1.4 million students in higher education in 1992-93.

The **Department for Education and Employment**, the Welsh Office Education Department, the Scottish Office Education Department (SOED) and the Department of Education for Northern Ireland (DENI) are responsible for the provision of further education in the UK. Further education funding is allocated by the further education funding councils of England and Wales (which became fully operational in April 1993 when further education and sixth form colleges became independent of

local education authority control), the SOED and the DENI. The further education funding councils for England and Wales, Her Majesty's Inspectorate in Scotland, and the Education and Training Inspectorate in Northern Ireland, are responsible for further education college inspection.

Full-time students aged 16-18 are entitled to free education; part-time students, or those who are aged 19 or over, have to pay fees. The number of students in further education in England and Wales is set to increase by at least 25% between 1993 and 1996, and in Scotland by 25% between 1991 and 1996. The increase in demand for further education should in turn increase demand for higher education.

Further and Higher Education Act (FHEA) 1992 The Act established the higher education funding councils for England and Wales, replacing the **Universities Funding Council** and the **Polytechnics and Colleges Funding Council**, to administer public funding for higher education and assess the quality of higher education. The Act entitled the **polytechnics** to become **universities** with the power to award their own **degrees**; it provided for the abolition of the **Council for National Academic Awards**. It also enabled further education corporations with more than 55% of students on higher education courses to transfer to the higher education sector, and established the funding councils for England and Wales, with responsibility to provide further education, to distribute further education funding, and assess the quality of education in further education institutions.

Further and Higher Education (Scotland) Act 1992 The Act established the **Scottish Higher Education (HE) Funding Council**, to distribute funds for HE, to assess the quality of HE provided by **universities**, and to advise the Secretary of State for Scotland on HE provision. It enabled the non-university **central institutions** to become **universities** with the power to award their own degrees. The Act also established the Scottish Further Education (FE) Funding Council, to distribute government funds for FE and to advise the Secretary of State for Scotland on FE provision.

General National Vocational Qualification (GNVQ) see **vocational qualifications**

General Teaching Council for Scotland A statutory body which accredits teacher training courses in Scotland.

generic research funding See **GR**

gold standard A theoretical benchmark against which the quality of a particular institution's provision of higher education might be measured. It is a matter of debate whether the results of teaching **quality assessment** and the **Research Assessment Exercises** — together with unofficial university 'league tables' — provide evidence of a gold standard in UK higher education. For example, the **Higher Education Funding Council for England** says 'there can be no "gold standard" against which all provision can be measured' because the quality of student learning and achievement is measured against 'the particular institutional mission and the subject aims and objectives' (Consultation *2/94: 48*) (see **academic autonomy**, **standards**).

Good Employer Agreement An agreement signed by the **AUT** and the **Committee of Vice-Chancellors and Principals** in 1990 to improve **conditions of service** for **contract research staff**. The agreement contained guidelines on salary structure, conditions of service and **equal opportunities**. Although the agreement was at a national level, it remained up to individual institutions to implement the guidelines. The agreement met with little acceptance from individual **universities**, **research councils** or **funding councils**.

governance The government of **universities**. The internal legislation of **'old' universities** is usually laid down in **charters** and **statutes** (but sometimes by Act of Parliament); changes to these have to be approved by the **Privy Council**. The **'new' universities** are generally governed by terms laid down in the **Education Reform Act 1988**, the **Further and Higher Education Acts (FHEA) 1992**, and articles of government approved by the

Secretary of State for Education and Employment; the Secretary of State's role was transferred to the Privy Council under the FHEA.

The executive body ultimately responsible for the governance of **'old' universities** is the **council** (or **court** in Scotland), and usually the **board of governors** in the 'new'. The main duties of these bodies include: oversight of teaching and research; the administration of funding; preparing and achieving a strategic plan for the institution; estate management; ensuring that employees' pay and **conditions of service** are determined and implemented; ensuring that the students' union operates democratically and is accountable for its finances; ensuring the health and safety of staff and students; student discipline (see **'reserved' business**).

The executive head of an institution is normally called the **vice-chancellor**. In addition, many universities have — subject to certain restrictions — executive committees for planning and allocation of resources at institutional, **faculty** and **department** level (see also **senate** or **academic board**, **collegiality**, **Jarratt Report**, **management, visitor**). The **registrar** or secretary is responsible for the correct and efficient running of the executive body.

University governance has become an increasingly important issue with reports of irregularities in the running of several **'new' universities**. For example, at the University of Huddersfield, the governing council decided in November 1993 to exclude members representing the local authority, and staff and students of the university. Following a vote by members of staff of no confidence in the council, the council decided that the vice-chancellor, Professor Kenneth Durrands, should retire before the end of his contract, and agreed a severance package of £411,000, plus benefits. The package was more than halved after an investigation by the **National Audit Office**. In addition, the university agreed to appoint a full quota of independent members to the governing council, including the president of the students' union, and members of the academic and non-academic staff (*Financial Times* 10.2.95).

Following this investigation, the **Committee of University Chairmen** (CUC) said in December 1994 there should be a wide trawl for candidates within the university to fill vacancies on governing bodies; a governing body should approach the exclusion of staff and students 'with very great care'; there should be remuneration committees to determine and review the salary of the vice-chancellor and senior members of staff, in the light of comparative information in the university sector. In a report in 1995 the CUC said the governing body of a university should: observe 'the highest standards of integrity and objectivity'; wherever possible follow 'a policy of openness and transparency'; be accountable; maximise value for money (*Guide for Members of Governing Bodies of Universities and Colleges in England and Wales* 1995).

Ethics in higher education was the subject of inquiry during 1995 by the Nolan Committee on Standards in Public Life. In its submission to the committee, the AUT argued that universities should all be governed by means of a charter or Act of Parliament, and that lay members should be drawn from a wider community, including trade unions and local government bodies.

AUT policy: (1) The AUT's aim is to move away from a 'hierarchical system of university government towards the ideal of a community of scholars', and to 'secure the full participation of academic and academic-related staff in the government of their institutions'. Planning and resources committees should include elected officers and representatives; they should not have major decision-making powers; they should be provided with adequate information. Resource decisions should be devolved downwards to faculty and department level as much as possible; there should be opportunity for all members of a department to participate in, and be consulted about, decision-making. Heads of department should be elected for limited terms (*The Internal Government of Universities* 1990). (2) Believes that individual charters or Acts of Parliament are essential articles of governance for UK universities; wants guarantees that staff and students are entitled to substantial elected representation on governing bodies; wants the **funding councils** to publish annual data on names, and source of appointment, of members of governing bodies; wants detailed accounts of UK universities to be published (December 1994).

government higher education policy According to the 1994 report of the Department for Education (now the **Department for Education and Employment**), the government's main objectives for higher education are:

- to maintain current levels of participation until 1996-97 under the policy of **consolidation** (this policy was extended in the 1995 Budget to 1998-99);
- to 'ensure that higher education maintains its high quality and becomes increasingly relevant to the needs of students and employers';
- to 'make suitable arrangements for **student support** in the light of these objectives' (under the Student Loans Bill, announced in the Queen's Speech in 1995, private loans are to become available in addition to loans from the **Student Loans Company**).

In terms of subjects, the government 'wishes to see more students of a high quality in **engineering** and technology'. To achieve this, the differential between **tuition fees** for classroom-based and laboratory-based courses was increased in 1993-94. The government wants an increase in sub-degree courses, particularly two-year full-time vocational diplomas. It does not want the average length of **degree** courses to increase.

There are limits to the government's powers of intervention. According to the **Committee of University Chairmen**, in making annual grants to the **funding councils**, the responsible Secretary of State 'can impose conditions which must be met by all institutions, or by all institutions of a particular category. He or she cannot, however, impose conditions on individual institutions nor ... to particular courses or programmes of research ... or to the criteria for the selection and appointment of academic staff and the admission of students' (*Guide for Members of Governing Bodies of Universities and Colleges in England and Wales* 1995 p44).

GR: generic research funding A category of research funding which was first allocated in 1994-95, in response to the **White Paper** *Realising Our Potential*. It is **recurrent funding** to encourage research that is applied, but of a generic nature — rather than for 'captive' research, where the sponsor has exclusive benefits. It is given for 'long-term more speculative projects ... where the sponsor cannot expect to appropriate all the outcomes or benefits of the research' (HEFCE *C16/94*). It is distributed pro rata to generic research income (see **basic research, research funding**).

graduate tax A tax on graduates, which has been proposed as a means of paying for higher education. Graduates, once they had a certain level of income, would pay additional (see **hypothecated taxation**) Income Tax or National Insurance throughout their working lives (see **student contributions to the cost of higher education**).

AUT policy: Rejects raising funding through a special tax on graduates (December 1993).

graduate teaching assistants (GTAs) These are students registered for a PhD who teach a limited number of hours per week — usually around four or six — at the institution where they are doing their research. They receive an annual stipend, and usually have their tuition and registration fees included as part of their remuneration. This post is also known as a 'teaching student', 'teaching assistant', 'postgraduate teaching assistant', 'research student'.

AUT policy: Against contracts which require teaching but not research; there should be no sub-lecturer teaching grades; GTAs should not be involved in formal lecturing, apart from isolated lectures on topics closely related to their own research; GTAs should not be responsible for syllabus planning, course design or content; GTAs should not be involved in examining or assessment which will affect the class of **degree**; GTAs' teaching contact hours should be limited to six per week; GTAs must be trained, supervised, and provided with appropriate facilities (*LA/5588* October 1995).

greenfield universities These are **'old' universities**, such as Sussex and York, which were built on greenfield sites in the 1960s under the impetus of the **Robbins Report**.

grey list A policy adopted by the AUT in December 1994, in which higher education institutions where **conditions of service** are judged to be of a sufficiently poor standard (though not yet bad enough to merit an **academic boycott**), are censured by the AUT by inclusion in a 'grey' list.

AUT policy: To develop a list of censured institutions and executive to review its operation in two years

(December 1994).

growth The increase in the number of funded student places. The highest percentage rate of growth will be for institutions with the lowest **Average Unit of Council Funding** per enrolled home and European Union student (see **core funding, margin funding**). The government's policy of **consolidation** is intended to control the recent rapid growth in higher education.

Higginson Report see **A level**

higher education The **Robbins Report** in 1963 defined the aims of higher education as: 'instruction in skills suitable to play a part in the general division of labour'; promotion of 'the general powers of the mind [producing] ... cultivated men and women'; 'the advancement of learning [because] ... the search for truth is an essential function of institutions of higher education'; 'the transmission of a common culture and common standards of citizenship' (see **universities**).

In legislation, higher education gets a rather prosaic definition. For example, the **Further and Higher Education (Scotland) Act 1992** defines higher education simply as a course at a higher level than the Scottish Certificate of Education, the **Certificate of Sixth Year Studies**, the **A level** and the **Scottish Vocational Education Council** national certificate. The government has recently tended to describe universities as providers of a quality product, and students and potential graduate employers as customers. The **National Commission on Education** (1993) said the tasks of universities were 'to pursue and transfer new knowledge; to help to manage and apply the international knowledge explosion ... and to educate and train to the highest levels people who will ... provide the brains and backbone of industry and commerce, the professions, service organisations and political life in this country'.

AUT policy: The AUT supports the expansion of **access** to and provision of quality mass higher education as an economic and social good. However the AUT demands that expansion should not be at the expense of quality nor at the expense of the salaries and **conditions of service** of university staff. The AUT believes strongly that high quality research must remain central to the function of universities (December 1992).

higher education contribution scheme (HECS) A method of repaying **student loans** which was introduced in Australia in 1989, whereby students are permitted to defer payment of about one-fifth of **tuition fees** until after graduation — or to pay on enrolment with a discount. The loan is to be repaid as an income tax surcharge.

higher education corporation (HEC) The title given to higher education institutions in England — mainly the **polytechnics** — which prior to 1988 were under **local education authority** control, and which became independent higher education corporations under the **Education Reform Act 1988**, and were funded by the **Polytechnics and Colleges Funding Council** from 1988 to 1992.

higher education funding The main sources of funding for higher education in the UK include: **funding council** block grants for teaching and research; **tuition fees**; **research councils**; and external income. The **Department for Education and Employment (DFEE)**, the Scottish Office, and the Welsh Office, provide block grants to higher education institutions in their respective countries via the funding councils for England, Scotland and Wales, for the provision of education and undertaking of research. **Northern Ireland**'s two universities are funded by the **Department of Education for Northern Ireland**, on the advice of the **Northern Ireland Higher Education Council**. Most government funding which is distributed to higher education institutions through the funding councils is allocated by formula. Block grants are provided subject to the conditions laid down by the funding councils. Funding is allocated under the headings of teaching, research and non-formula funding, but because it is given as a block grant, institutions may distribute the funds internally at their own discretion. Funding councils are accountable to the government for the funding they distribute. For example, the **Scottish Higher Education Funding Council** (SHEFC) is responsible to the Secretary of State for Scotland 'for the adequate management of public funds and

for monitoring the financial health of the institutions funded by the Council' (SHEFC Circular *12/93*). Likewise, the **Higher Education Funding Council for Wales** is responsible to the Secretary of State for Wales.

Higher education institutions in the UK receive **tuition fees** for students indirectly from the government. In England and Wales, tuition fees are paid by the via **local education authorities**; in Scotland, they are paid via the Scottish Office Education Department; in Northern Ireland, via the education and library boards. Higher Education institutions also receive public funding via the research councils for carrying out research projects.

Other sources of income for universities include overseas students' fees, income from residences and catering, charities and other sponsors of research, consultancies, commercial exploitation of research, donations and endowments, company sponsorship of specific posts, interest from investments, teaching contracts for specific customers.

(For further information on funding, see **Average Unit of Council Funding**, **core funding**, **CR**, **DevR**, **efficiency gain**, various **funding** entries, **GR**, **Higher Education Funding Council for England**, **margin funding**, **QR**, **recurrent funding**, **research funding**, **teaching funding**).

Higher Education Funding Council for England (HEFCE) A public body responsible for the distribution of public funding from the Secretary of State for Education and Employment, for higher education in England. It is also responsible for assessing the quality of higher education in England, for giving information and advice to the Secretary of State, and for advising the **Department of Education for Northern Ireland**.

The HEFCE was established in June 1992 under the **Further and Higher Education Act 1992**, as one of the successors to the **Universities Funding Council** (see **funding**), and became fully operational in April 1993. Members of the council are appointed by the Secretary of State. In 1995 the HEFCE funded 144 higher education institutions, and 73 further education institutions providing higher education courses (see **franchising**). The amount allocated for the recurrent funding of teaching and research for 1995-96 by the HEFCE was £3,207M, with a further £353M for capital expenditure. The HEFCE is based in Bristol, and has about 160 staff. It regards itself as having a steering — rather than planning — role in the funding process (Davies 14.12.94).

Higher Education Funding Council for Wales (HEFCW) A public body responsible for the distribution of public funding for higher education in Wales. The HEFCW was established under the **Further and Higher Education Act 1992** and became fully operational in April 1993. The HEFCW funds 15 Welsh higher education institutions from funding it receives from the Welsh Office. For 1994-95, recurrent funding distributed by the council was as follows: teaching £155.2M; research £41.5M; other £20.9M. The council also has a duty to give information and advice on higher education to the Secretary of State for Wales, and carry out assessment of the quality of higher education in Wales. Members of the council are appointed by the Secretary of State.

The methodology of the Higher Education Funding Council for England and the HEFCW for the funding of teaching and research are broadly similar (see **funding**). In the 1996 **Research Assessment Exercise**, the council wants to double the number of departments achieving a rating of four and five. The council aims to 'ensure opportunities for the development of Welsh medium provision and of Welsh language initiatives'. Although the council generally keeps in step with the funding and quality assessment policies of the other funding councils, in several areas it has developed policies which to some degree show an independent line. For example, one of Welsh council's policies, set out in its 1994-95 to 1997-98 corporate plan, is to develop a means of allocating funding in terms of **modules** or **credits** (see **credit-based funding**). In **quality**

assessment, one of the council's objectives is to encourage Welsh institutions themselves — as opposed to the council — to ensure the quality of the education they provide. The Welsh method of assessing quality has some differences from the Scottish and English.

Higher Education Quality Council (HEQC) The HEQC is a company set up in 1992 to maintain quality, protect **academic autonomy** and maintain **standards** in UK higher education institutions. Its 'parent bodies' are the **Committee of Vice-Chancellors and Principals**, the **Conference of Scottish Centrally Funded Colleges**, and the **Standing Conference of Principals** (SCOP). It is paid for by subscriptions from individual institutions, which are subsidised by the **funding councils**.

The HEQC has two main sections: the quality assurance group and the quality enhancement group. The aim of the quality assurance group is to ensure public accountability for the maintenance and improvement of academic quality and **standards**. It carries out regular **quality audit** of the ways the courses and degree programmes at UK institutions (including validated programmes at associated institutions) ensure academic quality. The group is also responsible for assuring the quality of portable **credits** in **credit accumulation and transfer** schemes, and for authorising the agencies set up to validate **access** courses. The quality enhancement group generally promotes quality in institutions through information, reports (such as *Learning from Audit* 1994), conferences, workshops, collaboration with other organisations.

The HEQC also advises the Secretaries of State for Education and Employment, Scotland and Wales on applications from higher education institutions for degree-awarding powers and university status; it works with the **quality assessment committees** of the three funding councils; it is responsible for authorising the agencies set up to validate access courses; it deals with complaints received under the **Charters for Higher Education** about misleading information in university prospectuses.

Topics of current or recent research by the HEQC include the **external examiner** system, student guidance and support, credit accumulation and transfer, **vocational qualifications**, and collaboration between higher and further education.

The government wants the HEQC to maintain the academic standards of British higher education. In April 1994, former Education Secretary John Patten said he wanted the HEQC to 'place more emphasis on broad comparability in the standards of degrees offered by different institutions'.

While the **audit** work of the HEQC is at an institutional level, the quality assessment role of the **funding councils** is at a subject or department level. However, this dual system has been criticised for creating a duplication of work in quality assurance, particularly in paperwork for academic staff. In 1994 the HEQC and the **Higher Education Funding Council for England** published a *Joint Statement on Quality Assurance*, which outlined how the two organisations cooperated, eg in the timing of visits and the use of materials and reports, to avoid 'overburdening institutions'. This 'concordat' did not satisfy critics of the dual system, particularly those wanting to see a single quality assurance body in higher education, independent of the role of funding distribution. The SCOP has proposed a revised HEQC to act as a single quality assurance body for higher education (*THES* 4.8.95).

Higher Education Statistics Agency (HESA) Established in 1992, and responsible for the collection, publication and analysis of data for the unified higher education sector in the UK. Replaced the **Universities' Statistical Record**. The HESA is a company jointly owned by the **Committee of Vice-Chancellors and Principals**, the **Standing Conference of Principals** and the **Conference of Scottish Centrally-Funded Colleges**. Institutional subscriptions to the HESA are subsidised by the **funding councils**.

Higher Education Students Early Statistics (HESES) Called **Early Statistics** in Scotland.

This is aggregate information, to be provided by higher education institutions to the **funding councils** by December, on all students expected to register during that (current) academic year with the intention of obtaining a recognised higher education qualification. It is used by the funding councils in calculating the **Unit of Teaching Resource** or **Average Unit of Council Funding** for the following academic year (see **funding timetable**). Institutions are asked to provide enrolment figures up to a date in November, and forecast new registrations between November and the following July, as well forecast the likely number of non-completions (see **drop-out rate**). Franchised students should not be included in these figures (see **franchising**).

Higher National Certificate / Diploma Courses provided by further and higher education institutions, and awarded by the **Business and Technology Education Council (BTEC)**, and the **Scottish Vocational Education Council (SCOTVEC)**. BTEC Higher National courses normally last two years: Diplomas are full-time courses; Certificates are part-time. Entrance to a BTEC HNC/D usually requires at least one **A level**, or a National Certificate/Diploma, or a National Vocational Qualification (NVQ) level 3, or an advanced General NVQ. Higher National qualifications are generally accepted for entrance to higher education (see **vocational qualifications**). With the introduction of NVQs and GNVQs, the BTEC Higher National awards are being phased out. SCOTVEC Higher National awards are accepted for entrance into higher education, often making it possible for an award-holder to go straight into the second or third year of a degree course.

Higher Still see **Howie Report**

Highers The Scottish Certificate of Education Higher Grade — the Higher — is the main Scottish qualification for entry into higher education. The Higher syllabus lasts one year and covers a broader range of subjects than **A levels**. Most students who gain entrance to university will have passed five Highers. Some students study for a further year after Highers to take the **Certificate of Sixth Year Studies** (CSYS), which is roughly the same standard as A levels. The government is planning to set up a two-year Advanced Higher, starting in 1997, but this is not intended to replace the present Higher exam (*THES* 3.2.95)

holdback This is a method of witholding funding allocated by **funding councils** for teaching, to penalise higher education institutions for various reasons. Holdback can be used to reduce institutions' income if there is under-enrolment of students (see **Contract Student Number**).

The term holdback is also used for a penalty for higher education institutions over pay awards. In 1993, £50M was held back by the Secretary of State for Education subject to institutions making pay settlements within the government's public sector pay policy. In the same year, the Secretary of State for Scotland held back £7M from the **Scottish Higher Education Funding Council's** recurrent grant for 1993-94 against the delivery of pay settlements within the government's guidelines (see **clawback, offset**).

Howie Report Full title: *Report of the Committee to Review Curriculum and Examinations in the fifth and sixth years of Secondary Education in Scotland*. The Howie Committee was established in 1990 to review fifth and sixth year provision in Scotland. It recommended a common qualifications framework incorporating vocational and academic elements, and proposed two new qualifications, the SCOTCERT and the SCOTBAC. Howie's twin-tracking proposals were rejected by the Scottish Office, although it purported to share the committee's broad diagnoses. The Scottish Office response to the Howie Report is *Higher Still*, in which reforms of fifth and sixth form education in Scotland, scheduled for introduction in 1997-98, are laid out.

hypothecated taxation Taxation which is assigned to pay for a specific area of public spending. The government has traditionally opposed this. Hypothecated taxation has been suggested as a method for graduates of paying for higher

education (see **student contributions**...)

incentive awards Government awards, launched in 1994, initially of £500, for students opting for an accredited **engineering** degree. The aim is to encourage students into engineering.

industry see **Confederation of British Industry, Council for Industry and Higher Education, Leonardo, science and technology, Technology Foresight Programme, White Papers**

information technology initiatives The Computers in Teaching Initiative (CTI) was developed in the 1980s under the **Universities Funding Council** to advise **universities** on the use of computers in teaching at the level of subject disciplines. As of November 1994, there were 21 CTI centres. Each centre is responsible for a different subject area, and for providing a service tailored to the needs of that discipline (eg biology is based at Liverpool, computing at Ulster and so on). Funding for CTI was £1M in 1993-94 and £1.25M in 1994-95.

The Teaching and Learning Technology Programme was launched in 1992-93 by the three **funding councils** and the **Department of Education for Northern Ireland** to provide funding to help higher education institutions improve teaching and learning by using modern technology (see **Joint Information Systems Committee**).

Initial Teacher Training (ITT) In England and Wales, the two main routes into teaching are a four-year Bachelor of Education degree or a degree plus one-year Postgraduate Certificate in Education. From 1995-96 ITT courses in England and Wales will be funded by the **Teacher Training Agency**, which was set up under the **Education Act 1994**. Under the Act, consortia of schools can provide ITT for postgraduates without the involvement of higher education institutions (see **School-Centred Initial Teacher Training**). Undergraduate ITT is run by higher education institutions in partnership with schools. Target intake numbers on ITT courses are provided by the **Department for Education and Employment**. The **Office for Standards in Education (OFSTED)** and the **Higher Education Funding Council for England** (HEFCE) are jointly responsible for assessing the quality of ITT. The assessment is to be as close as possible to **quality assessment**. Between October 1993 and December 1996, OFSTED/HEFCE are to assess primary and secondary ITT courses. ITT courses in Wales are funded by the **Higher Education Funding Council for Wales**. Pre-Service Teacher training in Scotland is provided in five colleges of education, which are funded by the **Scottish Higher Education Funding Council** and accredited by the **General Teaching Council for Scotland**; the annual intake to teacher training courses is set by the Secretary of State. In **Northern Ireland**, teacher training is provided by two specialist colleges of education and the province's two universities.

AUT policy: Opposed to any reduction in the role of higher education institutions in ITT.

In-Service Education of Teachers (INSET) The continuing vocational education of teachers, usually provided by higher education institutions.

intake targets These are targets determined by the government of the numbers of students to study particular subjects. For example, in Scotland there are intake targets for medicine, dentistry, veterinary science and teacher training.

JANET Stands for Joint Academic NETwork — a computer network linking UK higher education institutions at 150 sites, and providing connections to worldwide networks. It provides facilities such as electronic mail, data transfer, and access to library services (see **SuperJANET**).

Jarratt Report The *Report of the Steering Committee for Efficiency Studies in Universities*. The report's chairman was Sir Alex Jarratt, and it was published by the **Committee of Vice-Chancellors and Principals** in March 1985 (see **governance, management**). Among its recommendations for universities were:

- university **councils** (**courts** in Scotland) to develop strategic plans linking 'academic, financial and physical aspects';
- university **senates** to continue to coordinate academic work and be 'the main forum for generating an academic view and giving advice on broad issues to Council';

- the **vice-chancellor/principal** to be recognised 'not only as academic leader but also as chief executive of the university';
- universities should have a planning and resources committee;
- budget delegation to 'appropriate centres';
- development of **performance indicators**;
- heads of **departments** to have 'clear duties and responsibility for the performance of their departments and their use of resources';
- introduction of staff development, **appraisal** and accountability.

job evaluation (JE) This is a process which breaks jobs down into factors such as responsibility, knowledge, skill and creativity to avoid discrimination in employment. These factors are then weighted so that each job can be given a total point score. The system is used to decide pay or grading and to show an objective and transparent means of establishing 'job size' in the face of 'equal value' pay claims. There are a number of job evaluation schemes in higher education; a scheme often used is that of Hay management consultants. In 1995 the **Universities and Colleges Employers Association** established the Universities Competencies Consortium to explore the possibility of a national JE framework.

AUT policy: Traditionally opposed to job evaluation because the work of university professional staff is based on competence rather than performing a set of tasks. The AUT wants employment in higher education to be based on the principles set out in *Promoting Professionalism*, and the description of academic and academic-related jobs given in *LA/5603* (September 1995).

Joint Information Systems Committee (JISC) The **funding councils** jointly run the JISC to consider issues related to information technology. JISC runs **JANET** and **SuperJANET**.

Labour Party At the time of going to press, the Labour Party was conducting a review of its further and higher education policy. Media reports suggest that its plans, when unveiled, will include a **maintenance income contingent loan** scheme to cover student maintenance. It is intended that a proportion of the revenue raised will be reinvested in the system, but as yet it is not clear how the Labour Party might side-step the Treasury opposition to **hypothecated taxation** in order to achieve this. The Labour Party intends to end the discrepencies between types of financial support available for full-time higher education students on one hand, and part-time higher education and all further education students on the other.

The Labour Party is also exploring the learning bank proposals, featured in the report of the **Commission on Social Justice**, in the first instance as a mechanism for encouraging **adult** and **continuing education**. The proposals for a **University for Industry** represent another sign of the Labour Party's concern for professional development for those in the workplace, and support for those seeking retraining or a move from unemployment to work. While there are no proposals on quality or research as yet, it is known that the Labour Party favours a single quality assurance body and considers the current funding allocation methods to be unfair.

lead body A body responsible for establishing **vocational qualifications** in a particular subject area.

league tables University league tables were first published by *The Times* in 1993, based on entry grades, **student:staff ratio**, staff qualifications, **library** spending etc. Criticised by the **Committee of Vice-Chancellors and Principals** for doing 'a disservice to **students** and **universities** because they assume to know what all students want' (see **value-added**).

learning bank see **Commission on Social Justice**

legislation see **Education Reform Act 1988, Further and Higher Education Act 1992, Further and Higher Education (Scotland) Act 1992, Education Act 1994**

Leonardo The main European Union (EU) vocational education programme. It runs from 1995 to 1999, replacing the **Comett**, Eurotecnet, Force, Iris and Petra programmes. It has an initial budget of 620M ECU (around £500M). The main aim of the Leonardo programme is to create a common framework for vocational training which supports and supplements the programmes of member states, bringing a European dimension to all levels of training. Leonardo has four main 'Strands', of

which Strand 2 is most relevant to higher education. Under Strand 2, there is financial assistance for transfer of technological innovation between firms and **universities**, including common training modules, intensive courses in technology training and training networks. There is also assistance for international exchanges within the EU of between three and 12 months for university students and graduates prior to obtaining their first jobs (see **Socrates**).

level There are two levels of higher education defined by the **Higher Education Funding Council for England** (HEFCE) for use in its funding calculations: taught undergraduate and postgraduate; and research. The **HEFCE** initially used three levels (separating undergraduate and postgraduate taught), but this was later reduced to two. The **Higher Education Funding Council for Wales** uses three levels of study: undergraduate, postgraduate taught and postgraduate research.

Liberal Democrat Party The Liberal Democrats instigated a higher education policy review in 1995 and issued a consultation paper in September of that year. Topics for debate include: the qualifications framework, the size of the system, research, quality assurance, staffing issue, international links and funding. The Party's 1992 policy document *Excellence for All* supported the establishment of a Pay Review Body for the sector. The independent Commission on Wealth Creation and Social Cohesion established by party leader Paddy Ashdown MP backed the introduction of learning accounts as a means of funding lifelong learning. The Commission did not envisage learning accounts being a mechanism for the support for students progressing directly from school or college to higher education.

libraries see **Fielden Report**, **Follett Report**

AUT policy: (1) The provision of adequately funded and managed facilities for information supply is essential to the proper functioning of any university. **Universities** should show a positive commitment to the development of new services and infrastructure, and to the accommodation, management and conservation of library stock. (*LA/49/96* April 1993). (2) AUT is in favour of increased library opening [ie unsocial] hours, provided the interests of members are protected (May 1994).

lifelong learning This phrase has been coined in recent years to describe all post-compulsory education and training. The phrase's popularity can be attributed in part to the changing age profile of learners, and in part to changing patterns of employment, whereby those requiring continuing professional development, or a change of career, and those made redundant or retiring may return to learning at different stages in their lives. The growth in **part-time study** reflects an increase in the number of people combining work and study, not least because student support is insufficient or non-existent. Recent proposals for the future of student funding, such as those presented by the **Commission on Social Justice**, are intended to facilitate lifelong learning, rather than to meet only the needs of school-leavers progressing to higher education.

Lingua A European Union programme to promote the teaching and learning of foreign languages in education and economic life. The programme now comes under the **Socrates** programme.

local association (LA) The basic organising unit of the **AUT**, equivalent to a local branch. In general, each **'old' university** where AUT has members — as well as the schools and colleges of the University of London — has a local association. The AUT also has an LA at the University of Abertay Dundee, a former institute of technology. There are 81 LAs in the UK (as of October 1995).

local education authority (LEA) LEAs in England and Wales have a statutory duty to pay the **tuition fees** of home students taking full-time higher education courses, subject to certain conditions. In England and Wales LEAs pay **maintenance grants** to students whose home base is in their area (see **student support**). Under the **Education Reform Act 1988**, the **polytechnics** were removed from LEA control and gained **Higher Education Corporation** status.

London Implementation Group (LIG) see **Tomlinson Report**

London weighting (LW) An allowance paid to employees in London to help meet the higher cost

of living in the capital. The **Committee of Vice-Chancellors and Principals** withdrew from the national negotiating process to determine LW in 1991; in 1995, the University of London disbanded its negotiating body with trade unions, which formerly discussed LW. LW is £2,134 (as at January 1996): there has been no general increase in the level of LW since 1992 in the University of London, although for 1993-94, Brunel University and the **Open University** agreed an increase in LW of 1.5%. For academic staff in the **'new' universities**, LW is currently £1,830. LW payments form part of **non-formula funding** from the **Higher Education Funding Council for England**.

AUT policy: To press for employers to re-enter negotiations for annual review of LW providing there is direct involvement of AUT's London Committee; in the short-term to press for regional level negotiations in conjunction with other unions (December 1994).

mainstreaming see **continuing education**

maintenance grant This is an annual means-tested grant awarded by **local education authorities** in England and Wales to individual students whose home address is in the area covered by the authority, to cover living expenses. In Scotland the Students' Allowances Scheme under the Scottish Office Education Department is responsible for providing the maintenance grant. In **Northern Ireland**, the education and library boards, which receive their funding from the **Department of Education for Northern Ireland**, are responsible for the maintenance grant. Since 1990 the government has been decreasing the level of the grant and increasing the value of the **student loan**. The grant was frozen by the government in 1990-91, and, in addition, students' entitlement to claim various social security benefits was abolished. The grant was then reduced by 10% in the 1993 Autumn Budget, when annual reductions of 10% for each of the following three years were announced, with the amount available for borrowing as a student loan increasing correspondingly (see **student support, Access Funds**). The maximum maintenance grant in 1995-96 was £1,885 per annum — an amount which barely covers the rent of many students, notwithstanding the other claims on their finances such as food, heating, transport and course materials. Students studying in London receive a maximum of £2,340 and students living with their parents recieve a maximum of £1,530. Neither part-time higher education nor any further education students qualify for a maintenance grant.

AUT policy: see **National Union of Students**

maintenance income contingent loan (MICL) In this system of student contribution to the cost of higher education, a maintenance loan is provided for students, to be repaid after completion of the course through National Insurance or Income Tax at a level related to income, until the loan is paid off. The period of repayment will vary according to earnings (see **student contributions...**).

management 'One of the most important changes in recent years in university government has been the decentralisation of decision-making in many institutions, which can lead to lack of consultation and discussion if appropriate checks and controls are not in place' (*The Internal Government of Universities* AUT 1990) (see **collegiality, governance, Jarratt Report**).

AUT policy: Rejects 'line-management' as a suitable model for decision-making in university departments (December 1994 – see ***Promoting Professionalism***).

mandatory award This is the award for full-time higher education students of their **tuition fees** and their **maintenance grant** by the relevant agency, such as **local education authorities** in England and Wales.

margin funding Margin funding accounts for a small proportion of the recurrent public funding for teaching — the bulk of money for teaching is **core funding**. It is used by the **Higher Education Funding Council for England** (HEFCE) and the **Higher Education Funding Council for Wales** (HEFCW) to fund growth in student numbers; margin funding is not used by the **Scottish Higher Education Funding Council**. It is allocated on a competitive basis in the light of funds announced in the Budget (see **core proposals and special initiatives, funding timetable**). Institutions which 'win' extra margin

funding are awarded extra funded student places, in addition to the places receiving **core funding**. In the following year the marginal student places are counted as part of the places receiving core funding.

The main determinant for distributing margin funding is the **Average Unit of Council Funding (AUCF)** per enrolled home and European Union student. The bulk of margin funding is distributed through competition based on institutions' recent performance. Institutions with the lowest AUCF will receive the highest percentage rate of growth in margin funding. For example, margin funds were used by the HEFCE to fund a total of 38,000 additional places in 1993-94. In 1994-95, 6% of its **teaching funding** was for margin funding, which was used in part to promote the growth of: two-year sub-degree courses; science, and engineering and technology courses; and secondary **initial teacher training**. Because of **consolidation**, no margin funding was provided for additional full-time student places (because this would add directly to **core funding** in the following year), except in **medical education** and **initial teacher training**, and for **part-time** student places. In June 1994 the HEFCE told institutions to assume there would be no formula-based marginal funding in 1995-96 and 1996-97 for either full-time or part-time students.

marking

AUT policy: The AUT is in favour of **anonymous marking** and wants all higher education institutions to adopt it (December 1994).

mature students Students aged 21 and above when they enter higher education (see **degree**). The proportion of undergraduate students in Britain aged 21 and over increased from 22% in 1982-83 to 33% in 1992-93. In all, mature students now represent more than half the student population. The government withdrew the Mature Students' Allowance in 1994.

AUT policy: The AUT is opposed to the withdrawal of the Mature Students' Allowance (December 1994).

Maximum Aggregate Student Number (MASN) Starting in 1994-95, the MASN is a ceiling on the number of students awarded **tuition fees** for whom **tuition fee compensation** is payable to higher education institutions (see **consolidation**, **Contract Student Number**).

medical and dental education Nineteen UK universities have undergraduate clinical medical schools, nine of which are in the University of London. The government's education departments, via the **funding councils**, fund teaching at university medical and dental schools, which also receive funding for research from the **Office of Science and Technology** via the **research councils**. The government funds the university hospitals via the health authorities/boards. Universities also provide a significant part of the UK's postgraduate training and continuing medical education, as well as most of the UK's clinical and basic medical science research. Clinical academic staff contribute to the training of nurses and other professions allied to medicine and dentistry — and to patient care, for which they have honorary NHS contracts. In addition, many NHS clinical staff at university hospitals contribute to teaching and research, for which they normally have honorary contracts with the university. This sharing of resources is known as 'knock-for-knock'. The NHS provides funding for teaching and research of medicine through **Service Increment for Teaching and Research (SIFTR)** in England and Wales, and Additional Cost of Teaching and Research (ACTR) in Scotland, and Supplement for Teaching and Research (STAR) in Northern Ireland. This funding is distributed by regional health authorities and health boards, on the basis of student numbers (not research). However, the development of the internal NHS market, with purchasers of healthcare (including health authorities) and providers (including trusts, such as hospitals) means that 'knock-for-knock' will not survive.

The **Tomlinson Report** (1992) recommended the merger of eight of the London medical schools into four, and their integration with four multi-faculty colleges (Imperial, University, QMW and King's) of the university, and a reduction in undergraduate intake. The picture was

complicated by the somewhat conflicting recommendations of specialty reviews in 1993 and the **Thompson Report**. The mergers have yet to be finalised, but are scheduled to take place between 1995 and 1998.

The Department for Education said in November 1994 that capital funding for universities includes amounts to implement the health service changes in London resulting from Tomlinson, over the years 1995-96 to 1997-98 (see **capital funding**, **quota subject**). The NHS is transferring colleges of health and schools of nursing to higher education.

AUT policy: Council asked the colleges and medical schools of the University of London to ensure there are no compulsory redundancies among academic and related staff as a result of the reorganisation of medical education and research in London, and that staff who leave voluntarily are to be offered terms no less favourable than previously offered under the **University Grants Committee** voluntary severance and premature retirement schemes (December 1993).

Medical Research Council (MRC) The MRC was established in 1913, and is incorporated by **royal charter**. It is mainly funded by the government, and its income for 1992-93 was £253.3M. It supports around 3,500 university-based researchers through grants, fellowships and awards. The MRC also directly employs around 3,800 staff in nearly 50 institutes in the UK and abroad. Its main aim is to improve health in the UK by promoting health research. The AUT represents non-clinical scientific staff at the MRC.

AUT policy: To resist an in-house pay and grading system for MRC staff because it would break the link with university pay and grading (December 1994).

mergers Mergers of higher education institutions are generally encouraged by **funding councils**, to avoid duplication and provide cost-effective teaching and research. In 1994-95, for example, the **Higher Education Funding Council for Wales** allocated £2M to fund merger proposals from higher education institutions.

minority subjects These are subjects such as Akkadian, Hittite and Javanese, which attract a small number of students, and receive special funding because their provision is deemed to be in the national interest for reasons of diplomacy, industry and commerce, and maintenance of academic **diversity**. Funding is provided through **non-formula funding**. A minority subject must have an annual average number of student enrolments throughout the UK of fewer than 100. The **Higher Education Funding Council for England** allocated £3M for minority subjects for 1994-95; about half the funding went to the School of Oriental and African Studies at the University of London.

mission The overall goals of a university, or a **department**, as expressed in its mission statement. The **quality assessment** of an higher education institution or department is based on a 'criterion-referenced' measurement of the quality of the education it provides in the context of its mission statement.

mode There are two modes of study which are used by the **Higher Education Funding Council for England** in calculating the **Average Unit of Council Funding**. These are full-time (includes 'sandwich' students), and part-time (includes distance learners). The **Higher Education Funding Council for Wales** uses three modes: full-time, part-time and franchised part-time undergraduate.

moderation This is a procedure in **quality assessment** for 'ensuring that funding allocations do not undermine the **diversity** of institutions' **missions**', which 'may give indication of the need for adjustment to the formula-driven allocation' (**Higher Education Funding Council for England** Circular *1/92*). Scrutiny by **external examiners** of examination papers and marking is also called moderation.

module A module is a course or unit of study. A modular degree comprises a series of individual modules — usually a mix of compulsory and optional ones. **Credits** are awarded when a module is successfully completed. Students are awarded a modular degree by earning the required number of credits. The idea of a modular degree is to give students more choice in what they study, in contrast to the traditional single honours degree.

Modular degrees, which are widespread in the **'new' universities** and the **Open University**, are now increasingly common in the **'old' universities**. The Department for Education said the development of modular courses was 'making an increasing contribution to the flexibility and responsiveness of higher education to the needs of students and employers' (DFE *Report 1994*). The Flowers Report into the **academic year** recommended an optimum length of 15 weeks for a module and for a semester.

MSF (Manufacturing, Science and Finance) A trade union which represents clerical and related administrative staff, computer operators and technical staff employed in the **'old' universities** (see **Universities and Colleges Employers' Association**)

National Advisory Council for Education and Training Targets (NACETT) see **National Targets for Education and Training**

National Association of Teachers in Further and Higher Education (NATFHE) Formed in 1976. The main **trade union** representing academic staff in the **'new' universities** and in further education institutions. The NATFHE's membership is about 70,000. The majority of its members are in the further education sector; around 18,000 are in higher education. The NATFHE formed a confederation with the **AUT** in January 1993.

The NATFHE's aims include advancing further and higher education generally and professional and vocational training in particular and to promote research into educational development and the exchange of ideas concerning education. The NATFHE's organisation includes local branches, regional councils, and a National Executive Council, which is the union's principal executive body. Its annual National Conference is its main policy-making body. The NATFHE has national advisory councils for further and higher education, and more than a dozen specialist committees, covering, for example, art and design, teacher training and racial equality.

National Audit Office An independent body responsible to Parliament's **Public Accounts Committee**. It is responsible for examining the accounts of the **funding councils** to ensure the economic, efficient and effective use of their funds from the government (see **governance**).

National Commission on Education An independent review of British education, which produced its main report in 1993. The chairman of the commission was Lord Walton of Detchant. Concerning higher education, the commission supported:

- the concept of **lifelong learning**;
- the **National Targets for Education and Training**;
- the recent expansion of higher education;
- a growing **diversity** of mission for higher education institutions (eg specialisation in teaching or research, undergraduates or postgraduates);
- recent emphasis on the quality of teaching;
- to some extent, 'teaching-only' departments for undergraduates;
- the concentration of research in a relatively small number of higher education institutions and departments;
- professional training for academic staff.

It included proposals for:

- support for those in post-16 education, such as part-time students, who do not currently (apart from those in teacher training) qualify for mandatory financial awards;
- an annual flat rate contribution by all students in higher education towards the cost of their courses — the contribution to be set by the government as a percentage of the average national cost of their course; a 15% discount for students able to make their contribution in advance; and deferred payments for those unable to pay in advance; repayments linked to capacity to pay; a 20% rise in the level of student loans (see **student contributions...**);
- more one- and two-year qualifications;
- increased collaboration of universities with schools, colleges, business, industry and public sector organisations;
- greater integration between academic and vocational content of courses;
- increased status for teachers in higher education;
- the increasing use of modular courses and **credit accumulation and transfer**;
- greater **capital funding** investment by government, and an overall government financial strategy for future expansion of higher education.

A follow-up document to the report, *The Way Ahead*, was published in 1995, and additionally included proposals for:

- a Student Support Agency to run the higher education contribution scheme;

- individual learning accounts to which people and their employers contribute to enable employees to undertake education and training during their working life.

AUT policy: In response to the commission's proposal to transfer resources from higher education to nursery and primary schools, the AUT said quality could not be maintained if national resources were drawn away from higher education ... in order to support education at other levels; Council rejected raising funding through charging students (December 1993).

National Council for Vocational Qualifications (NCVQ) Set up in 1986. The NCVQ is responsible for establishing the system of National Vocational Qualifications (NVQs) and General NVQs in the NVQ Framework, and for accrediting the awarding bodies in England and Wales. In **Northern Ireland**, the Department of Education and the Department of Economic Development have jointly established a Vocational Qualifications Unit to liaise with the NCVQ (see **vocational qualifications**).

National Credit Accumulation Transfer Scheme A project under the **Higher Education Quality Council**, looking into **credit accumulation and transfer**.

National Institute of Adult Continuing Education (NIACE) NIACE provides advice on policy and practice for adult learning in England and Wales, and aims to promote equality of **access** to learning for all adults (see **adult education**).

National Postgraduate Committee Represents postgraduate research students. It has a national executive committee, and a network of regional contacts in England and Scotland.

National Targets for Education and Training These were launched by the **Confederation of British Industry** in 1991, and have the support of the government and many education and training bodies. In 1993 the government set up the **National Advisory Council for Education and Training Targets (NACETT)**, which has a parallel body in Scotland, the Advisory Scottish Council for Education and Training Targets. The task of these councils is to monitor and report on progress towards the targets.

Among the Foundation Learning Targets are that by 1997, 80% of young people to reach National/Scottish **Vocational Qualification** (NVQ/SVQ) Level 2 or its academic equivalent; that by 2000, 50% of young people should attain NVQ/SVQ Level 3 or its academic equivalent. Among the Lifetime Learning Targets are that by 1996, 50% of the employed work-force to be aiming for NVQ/SVQs, or credits towards them; by 2000, 50% of the work-force to reach at least NVQ/SVQ Level 3 or its academic equivalent.

National Union of Students (NUS) The NUS is the national federation of students' unions, and represents the great majority of British further and higher education students. It is funded by subscriptions from individual students' unions. Its governing body is its annual conference at which policies are passed and officers elected. It represents students' views at a national level, conducts research into areas of relevance to students, and trains local students' union officers.

Local students' unions are funded by a block grant from their parent institution. Students have automatic membership of the NUS, but under the **Education Act 1994**, students now have the right to opt out of the NUS. Under the Act, the governing body of a higher education institution must ensure that its students' union operates in a democratic manner and is financially accountable.

AUT policy: (1) Representatives of students' unions should be full members of the university **senate** (*The Internal Government of Universities* AUT 1990). (2) To give all possible assistance to the NUS in opposing the growth of student indebtedness (see **funding**); to support the NUS in its campaign to maintain a full range of activities funded by the government [in the light of the Education Bill 1993 — now an Act] (December 1993).

'new' universities The 40 UK higher education institutions, formerly **polytechnics**, or in some cases colleges, which became **universities** — with their own degree-awarding powers — as a result of the **Further and Higher Education Acts 1992**. Prior to this the degrees awarded by the former polytechnics were validated by the **Council for National Academic Awards**. Until the establishment of the **Polytechnics and Colleges Funding Council**, the former polytechnics in England were funded by **local education authorities** (LEAs); those in Wales were funded

by LEAs until 1992. The 'new' universities are now funded through the higher education **funding councils**.

94 Group see **universities**

non-formula funding Part of the **block grant** of **recurrent funding** for higher education, distributed by the **funding councils** for expenditure on items such as museums and galleries and **London weighting**, which are not covered by formula-based grants for **teaching** and **research**. Non-formula funding is also used to support joint projects of all three councils, such as the **Joint Information Systems Committee**.

Northern Ireland (NI) The Secretary of State for NI is responsible for higher education policy in NI. The province's two universities are the Queen's University of Belfast, and the University of Ulster, which has campuses in Coleraine, Belfast, Londonderry and Jordanstown. They receive their funding grant directly from the **Department of Education for NI** (DENI) on the advice of the **Northern Ireland Higher Education Council**, which in turn is advised by the **Higher Education Funding Council for England**. **Tuition fees** and **maintenance grants** are paid by NI's five education and library boards, which are funded by the DENI. The **quality assessment** of higher education in NI has been sub-contracted by the DENI to the HEFCE, and so follows English practice. NIDevR — Northern Ireland Development Research — funding is additional funding to support annd stimulate research work done by NI's universities (see **student support**). Applications to NI's universities are made via the **Universities and Colleges Admissions Service**. There is an **Open University** regional centre in Belfast, and nine local study centres in NI.

Northern Ireland Higher Education Council (NIHEC) Established in 1992 to advise on the planning and funding of higher education in **Northern Ireland**.

nursing see **medical and dental education**

nursery facilities The provision of nursery facilities for young children of staff and students at UK higher education institutions is patchy. Some universities provide up to 75 nursery places, others provide none. Nurseries in the **'old' universities** are usually open to the children of both staff and students. A survey in 1992 of the **'new' universities** showed that the majority of nursery facilities were for children of students, not staff. In 1995 the 'Childcare On Campus' campaign for increased nursery provision was launched by the **AUT**, the **NATFHE**, the **NUS**, and the organisation Working for Childcare.

AUT policy: To campaign for institutional support for affordable workplace nurseries, with opening times that are suitable for staff working patterns (May 1994).

Office for Standards in Education (OFSTED) see **teacher training**

Office of Science and Technology (OST) The OST was established by the government in 1992. It is headed by a Chief Scientific Adviser, and is responsible for the government's **Science Budget** which funds the **research councils** (see also **medical and dental education**). Responsibility for the OST was transferred in 1995 from the Cabinet Office to the Department of Trade and Industry. The aims of the OST include: the development and coordination of government policy on **science and technology**; provision of an adequate supply of skilled scientists and engineers; ensuring that government expenditure on science and technology is 'targeted to make the maximum contribution to our national economic performance and quality of life' (*Realising Our Potential* 1993 p9).

offset The practice by higher education institutions of offsetting under-enrolment in one subject **level** by over-enrolment in another. A deficit in part-time and full-time student numbers in **quota subjects**, science, **engineering**, mathematics and information technology cannot be offset by a surplus in other subjects (see **holdback**).

'old' universities The universities formerly funded by the **Universities Funding Council**, which were in existence before the former **polytechnics** and **central institutions** became universities following the **Further and Higher Education Acts 1992** (see **charter, statutes, 'new' universities**).

Open University (OU) Founded by **royal charter** in 1969. It is Britain's largest university. It was funded directly by the Department for Education until 1993; it is now funded through the **funding councils**. Around three-quarters of its students are part-time, studying by distance learning. For most of its courses, formal academic qualifications are not required for registration. Most OU undergraduate students usually start with a foundation course. In 1994/95, the OU had 117,000 first degree students, and around 9,000 registered for higher degrees. Some 155,000 OU first degrees have been awarded since it was founded. Degrees are awarded on a system of **credits** for each course completed. Holders of OU credits can transfer to full-time courses at other higher education institutions. There are 13 OU regional study centres in the UK, and around 270 local study centres. OU students do not qualify for **mandatory grants** from **local education authorities**.

Opportunity 2000 This is a Business in the Community campaign launched in Autumn 1991, whose membership includes 24 **'old' universities**. Member institutions draw up their own goals for the recruitment, retention and promotion of women in their workforce, and the membership fee buys access to trainers, seminars, materials and a network of other employers making a public commitment to women employees (see **equal opportunities**).

ordinances These are regulations governing the academic affairs of a university, such as appointment of the **chancellor**, heads of **schools**, directors of studies, membership of the university **court, council, senate, boards of studies**, assembly and **convocation**; they also regulate the conferring of **degrees**, **conditions of service**, external work by academic staff, staff discipline and grievance procedure.

outcome In **quality assessment**, the outcome is the assessment grade given to a higher education institution.

overseas contracts

AUT policy: No individual member of staff of any university should be under any pressure to work on any overseas contract involving a regime to which he or she has political objections (December 1994).

overseas students In 1992-93 there were 64,000 overseas students in English universities, and a further 3,000 in colleges of higher education. They represented 7% of the student population. Only students from non-European Union (EU) countries are now classified by the **funding councils** as 'overseas'; students from EU countries generally have their fees paid, and have therefore been 'capped' in the same manner as 'home' students during the recent halt on expansion in higher education (see **consolidation**). There is competition between institutions to recruit non-EU students who, like all part-time students, are attractive because the state does not pay their fees and therefore there is no limit on their enrolment. Many universities run large-scale marketing campaigns in countries such as Singapore and Malaysia, and some offer collaborative arrangements with colleges in other countries, sending teaching teams out to supplement local provision.

Page, Edgar see **academic boycott, tenure**

Parker Report The 1985 report *Speaking for the Future: A Review of the Requirements of Diplomacy and Commerce for Asian and African Languages and Area Studies* looked into the provision of **minority subjects**. It found there had been a decline in provision in UK universities of non-European languages and area studies; this led to additional funding ('Parker initiatives') for minority subjects.

participation rate The level of participation in higher education. The current rate of participation by 18-19 year-olds in England is 30%; the government has set an age participation index (API) target of 33% by the year 2000. The government's **consolidation** policy, initially announced in November 1992 and currently lasting until 1998-99, was that the participation rate for 18-19 year-olds as at autumn 1992 would be maintained for the three years from 1993-94 to 1995-96. For 1994-95 to 1996-97, total student numbers will continue to rise because of recent higher

enrolments; the number of new entrants to higher education will fall in 1994 to 1996, followed by an increase in 1996-97. 'With the continuing reduction in the number of 18 and 19 year-olds in the population to 1995-96 this assumption implies a reduction in intakes of 18 and 19 year-olds over the period' (HEFCE Circular 8/92). The participation rate for young Scots in 1992 exceeded 35%. The government's intention is to consolidate this figure at 34% (SHEFC Circular *62/93*).

part-time staff Part-time staff who are employed on pro rata contracts currently form 8% of **academic staff** in the UK's **'old' universities**; there are also a great many hourly-paid part-time staff who are on **fixed-term contracts**. Other part-time staff include specialist practitioner visiting lecturers, and **graduate teaching assistants**. In 1993, the **AUT** and the **Committee of Vice-Chancellors and Principals** formed a joint working party to investigate the position of part-time academic staff, with a view to producing national guidelines on their employment; no agreement has so far been reached.

AUT policy: To encourage **local associations** to recruit and act for part-time staff; to devise a simplified membership fee for part-time staff; to propose model **conditions of service** for part-time staff compatible with those of full-time staff; for hourly-paid part-time staff to be employed on a pro-rata basis whenever possible; the executive committee to seek membership and subscription agreements with other appropriate unions in higher education (December 1994).

part-time study In recent years the number of part-time students has almost doubled. Over half of all part-time students are aged over 30, another quarter are aged between 25 and 30. Part-time students are not entitled to **maintenance grant** or **tuition fees, student loans** or **Access Funds**. The government's policy, according to former Education Secretary John Patten (April 1994) is to 'stimulate part-time study' to 'improve efficiency'.

pay scales There are separate, but linked, salary scales for the following staff groups in the **'old' universities**: academic; administrative, library and computer; other related; and research. The scales are all on the same pay ladder, which has 23 incremental rungs, including discretionary points. Apart from the professorial minimum, the scales do not include the most senior staff grades. Pay increases are negotiated annually, and dated from 1 April.

Pay scales in the **'old' universities** are determined nationally by the Joint Negotiating Committee, which comprises representatives from the **AUT** and the **Universities and Colleges Employers Association (UCEA)** — the industrial relations agency of the **Committee of Vice-Chancellors and Principals** — and an independent chairman. There are separate negotiations between the **National Association of Teachers in Further and Higher Education**, the **Association of University and College Lecturers**, and the UCEA for academic staff in the **'new' universities**. The current negotiating system in the 'old' universities was set up in 1994, replacing the two-committee procedure under the Universities Academic Staff Negotiating Machinery.

AUT policy: (1) No satisfactory reform of the current pay structure is possible without a very substantial increase in all salary levels; the AUT is against single table bargaining, local pay scale negotiations, and any form of **performance-related pay**; the AUT is committed in the short term to a single table solely for academic and related staff in 'old' universities (December 1994) (see **employment in higher education, pay review body**). (2) There should be a single main professional pay scale with a top point to be reached generally within five years, and only a small number of incremental points; all academic, academic-related and contract research staff should be on this scale; the need for an entry grade should be reviewed; there should be a very short scale for promoted posts above the main scale; senior staff salary points beyond this grade (eg professorial and above) should be agreed and made public (December 1994) (see ***Promoting Professionalism***).

pay review body

AUT policy: To seek the establishment of an independent pay review body (PRB) to determine pay for academic and academic-related staff (there are PRBs for the armed forces; senior civil servants and judges; dentists and doctors; nurses and professions allied to medicine; teachers) (December 1994).

Pearce Report *Capital Funding and Estate Management in Higher Education* (1992) was the report of a committee under Sir Idris Pearce. It

recommended that higher education institutions provide the **funding councils** with estate strategies (see **capital funding**) as part of the efforts by the funding councils to make efficient use of university building space, to cope with the increase in student numbers. It also recommended an easing of the constraints on the use of Exchequer-funded assets as security and the setting up of a new financial intermediary, to provide necessary expertise to the higher education sector.

peer review The use of fellow academics to assess the quality of research and teaching in higher education institutions.

pensions Academic and related staff in the **'old' universities** are eligible to join the Universities Superannuation Scheme (USS), which started in 1975. It has an employer contribution of 18.55% of salary, and an employee contribution of 6.35%. In the **'new' universities**, academic staff are eligible for the Teachers' Superannuation Scheme (TSS).

performance indicators (PIs) Or 'statistical indicators' (SIs). PIs are produced annually by the **Committee of Vice-Chancellors and Principals**, and include **student:staff ratio**, expenditure on administration, **libraries**, computing, premises, careers service; graduate employment; entry qualifications. The purpose of these statistics is 'to enable **universities** to assess their position relative to those of other institutions which they expect to be broadly comparable in sufficiently focused areas, thus enabling them to take actions to improve their management and so their performance' (*University Management Statistics and Performance Indicators in the UK* 1993 p6).

The **funding councils** also use a set of statistical indicators as part of **quality assessment**, which include: expenditure per student; progression and completion rates; student attainment; employment and further data. The **Higher Education Funding Council for England** (HEFCE) says although these 'contribute contextual information to the assessment process ... [it] does not believe that there is, or should necessarily be, any given relationship between SIs and quality assessment'. It promises to share data with higher education institutions, and to allow them to provide commentaries 'if appropriate' (HEFCE Circular *3/93*).

The Performance Indicators Working Group is a body set up by the three funding councils to oversee collection and publication of PIs, but to be more selective than the **Universities' Statistical Record** (now the **Higher Education Statistics Agency**), and more wide-ranging — covering teaching quality, research, estates. The working group is currently reviewing the existing PIs.

performance-related pay (PRP) A proportion of pay which is linked to achieving a certain performance level. The term used in higher education for PRP is **discretionary pay**. In the 1992 pay settlement, 0.75% of the 4.65% total was to be used for PRP (see **Fender Report**).

AUT policy: see **discretionary pay**.

personal relationships

AUT policy: That relationships between staff and students, particularly where the relationships are romantic or sexual, are an important professional issue; the boundaries and moral obligations of the professional role of staff must be fully recognised and respected; it is the responsibility of academic and related staff to ensure that this happens; to embark on a sexual/romantic relationship with a student will always involve serious risks and may involve serious difficulties rooted in the unequal power ... of the parties involved; it is the duty of the member of staff to declare it [the relationship] to an appropriate superior or colleague, or to a third party (May 1993).

plagiarism For students, the practice of copying text from books or journals and claiming the text is their own work; for academics, pretending someone else's research is their own.

polytechnic A higher education institution under **local education authority** control until the **Education Reform Act 1988**, and typified by provision of vocationally-oriented courses, with the emphasis on teaching, rather than research. There were 32 polytechnics in England and Wales, whose degrees and other qualifications were validated by the **Council for National Academic Awards** (CNAA). The **Further and Higher Education Acts 1992**

enabled polytechnics to become **universities**, with the power to award their own degrees (see **binary divide**); the CNAA was abolished.

Polytechnics and Colleges Employers Forum (PCEF) The employers' body for the former **polytechnics** and colleges — now succeeded in further education by the Colleges Employers Forum and the **Universities and Colleges Employers Association** in higher education.

Polytechnics and Colleges Funding Council (PCFC) The public body, established under the **Education Reform Act 1988**, which distributed government funding for polytechnics and colleges of higher education. The PCFC and the **Universities Funding Council** were replaced in 1993 by the establishment of the higher education and further education **funding councils**.

Premature Retirement Compensation Scheme (PRCS) This scheme was introduced in the early 1980s, to encourage permanent academic staff to take early retirement (see **tenure**). It has since been used irrespective of tenure as a means of voluntary redundancy. Use of the scheme is at the discretion of the employer.

AUT policy: AUT is firmly committed to resisting redundancy, and suggests the use of premature retirement as one means of avoiding this.

principal The senior academic and executive officer of a Scottish university, who may also be called the **vice-chancellor**.

priority subjects These are subjects in which the **funding councils** want to encourage higher student numbers by allowing relatively more fully-funded student places (which in turn means extra funding). For example, in 1993-94 the **Scottish Higher Education Funding Council** gave priority to the three subject groups of science; **engineering** and technology; and maths, information technology and computing (see also **quota subject**).

private funding Private funding of **universities** has four main sources: ownership of income earning assets; endowments and donations; sale of research, consultancy and teaching services; and student fees (not including mandatory **tuition fees**).

Privy Council A body which provides advice to the monarch on the approval of Orders in Council, including the granting of **royal charters** of incorporation for **universities**. The Privy Council's responsibilities also include supervising the registration authorities of the medical and allied professions. Members are mainly senior politicians from the government and opposition (see **governance**). The Privy Council has a number of committees, including the prerogative committees, which deal with applications for charters of incorporation.

probation University **ordinances** specify the length of probation for a newly-appointed member of **academic staff**. The length is usually three years, often extendable for a further year if necessary. The probationary period for **academic-related staff** is usually between one and three years.

AUT policy: (1) In 1974 the **AUT** and the **Committee of Vice-Chancellors and Principals** reached a national agreement on the probationary period for non-clinical academic staff appointed to full-time posts with **tenure**, stating that the period should be limited to three years, or four years at the most, with a decision on whether to retain the lecturer to be taken within two years. (2) Probation should be used to ensure that new recruits are up to the required standards of the academic profession and to supply relevant training and experience (***Promoting Professionalism***). (3) Probation should be transferable, ie only to be completed once in a career. (4) To ensure that the national agreement on probation is observed by employers and to negotiate the introduction of properly organised mentoring schemes (May 1995).

pro-chancellor In the **'old' universities** of England and Wales, the pro-chancellor is appointed by the **court** or **council**, and responsibilities include chairing the council.

professional accreditation Professional accreditation is the process by which **professional bodies** ensure that programmes of study provide an adequate grounding for practitioners in their field. A first degree seldom constitutes a licence to practice in itself: the Law Society, for example, accredits appropriate law degrees but law graduates must undertake further training before they can practice.

Universities do offer degrees in subject areas governed by professional bodies which do not

have accreditation, and these may take a slightly different name. For example, a programme accredited by the Central Council for Education and Training in Social Work might be called a 'BA (Hons) in Social Work', whereas a 'BA (Hons) in Social Work Studies' might denote a non-accredited course. The difference is not necessarily one of **standards**; a university may decide that the academic nature of a programme would be diluted by the inclusion of the applied elements required by the professional body, or that there is a demand for opportunities for academic enquiry in a professional subject area from those with no wish to practice.

In some instances a professional qualification (or a partial exemption) might represent an element of a longer academic qualification. For example, the first year of a two year part-time MA in Human Resource Management might exempt the holder from part of an Institute of Personnel Management qualification. Some professional bodies operate their own **validation** process, and others prefer to act as external panel members for institutional validation procedures.

professional bodies These are bodies which have authority to oversee the provision of education at higher education institutions relating to their particular profession. Professional bodies, for example, for medicine, dentistry, veterinary surgery, nursing and osteopathy, have statutory authority to oversee exams, and to check arrangements for **quality audit** and **external examining**. In other professions, such as law, accountancy and engineering, professional bodies supervise additional postgraduate training and qualifications. These bodies also have influence over the provision of undergraduate education (see **accreditation**).

professional development see **employment in higher education**

profiling A method of **quality assessment**, with a wider assessment of the strengths and weaknesses of a **department** — across a range of **core aspects of provision** — than the three or four grade system initially used by the **funding councils** (see **assessment scale, quality assessment**).

Promoting Professionalism A discussion paper published by the AUT in 1993, and adopted as policy in 1994, on future pay structures in higher education (see **employment in Higher Education, Fender Report, pay scales**). It proposed a simplified pay structure for **academic** and **academic-related staff**, with:

- recognition of a single status of university professional, both directly and indirectly engaged in facilitating teaching and research;
- closer integration of academic and administrative management;
- recognition of management of teaching and research as a professional specialisation;
- internal flexibility, enabling movement between different specialisations at different career stages, eg between research, teaching and management;
- a drastically shortened pay scale to ensure male and female staff move rapidly to the top of the main professional grade, without the disadvantages in pay and seniority currently faced by women who take a career break;
- an initial training grade primarily intended for those at or very near the beginning of their careers;
- a main professional grade with a single point or very short scale, enabling staff to earn the 'rate for the job' as quickly as possible, without the present long pay scales;
- promotion for academic and related staff that recognised specialisation in all areas of professional work, not just management, and supported by appropriate training and development opportunities.

promotion see **pay scales, *Promoting Professionalism*, employment**

pro-vice-chancellor An administrative post usually filled in the **'old' universities** by a senior member of **academic staff** for a limited period, appointed by the **council** on the nomination of the **senate**; the main task is to advise the **vice-chancellor**, as well as discharge some academic duties. In the **'new' universities** there may be one or more deputy or pro-vice-chancellors appointed on a permanent or fixed-term basis to assist the vice-chancellor in the management of academic and other aspects of the institution.

AUT policy: The pro-vice-chancellor should be elected by all **academic** and **academic-related staff** (*The Internal Government of Universities* AUT 1990).

providers Those who provide higher education, in terms of **quality assessment**, providers are the **universities** whose provision of education at subject level is assessed.

Public Accounts Committee This House of Commons committee has the power to require the heads of higher education institutions (ie **vice-chancellors**) and the chief executives of the **funding councils** to give evidence and answer questions on university management.

Public Expenditure Survey (PES) Annual reckoning by the Treasury of the funds each government department will have for expenditure as announced in the Budget in November (see **funding timetable**). The **Scottish Higher Education Funding Council** (SHEFC), for example, has to submit to the Secretary of State for Scotland in April 'an assessment of the financial needs of the higher education sector in Scotland' for use in the PES (SHEFC Circular *12/93*).

public spending Government spending on higher education in 1992-93, for example, was £6.0BN, out of a total Department for Education budget of £32.3BN.

QR: quality-related research funding This is funding for higher education research which is allocated by the **funding councils**, and is related to the **Research Assessment Exercise (RAE)** ratings; it is for **basic research**. QR receives by far the greatest share of **research funding** from the funding councils — around 95%.

QR first needs to be distributed among the subjects, or **units of assessment** (units of allocation in Scotland). This is done on the basis of the previous year's allocation, although the **Scottish Higher Education Funding Council** (SHEFC) is in the process of implementing a formula-based method: V x C x Q x P where V = a volume factor, represented by **academic staff** active in research in departments rated 2 or more in the RAE; C = a cost factor; Q = a quality factor; P = a factor representing specific SHEFC priorities. All funds allocated on the basis of the RAE will be distributed according to this new formula from 1996-97.

The funding to individual departments within the 72 subject areas is allocated according to the department's performance in the RAE, and four volume measures. A department with the lowest RAE grade of 1, gets a weighting of 0, or J-1, and so on up the scale to 5. In other words, a department with the lowest RAE grade does not get any QR funding. The J-1 formula is as follows:

RAE grade	HEFCE QR weighting
1	0
2	1
3	2
4	3
5	4

While the **Higher Education Funding Council for England** (HEFCE) uses the above formula, the SHEFC uses the following weightings:

RAE grade	SHEFC QR weighting
1	0
2	1
3	1.4
4	1.96
5	2.744

The aim of the SHEFC's weightings is to provide an equal incentive to improve across all the ratings scales, with 40% compound increases in the weight of each subsequent rating. For 1993-94, the **Higher Education Funding Council for Wales** (HEFCW) used a funding multiplier of 2.15 (rather than 2) for units with an RAE rating of 3 'not to damage the potential existing in units rated 3' (HEFCW Circular *6/93*).

The second part of the QR formula concerns a department's volume of research active staff and students. The volume measures used by the HEFCE and the SHEFC are:

volume measures	HEFCE weight	SHEFC weight
RAAS: research-active academic staff	1.00	1.00
N1: research assistants	0.10	0.10
N2: postgraduate research assistants	0.15	0.10
N3: charity-funded staff (HEFCE)/research income (SHEFC)	0.05	0.000004

The full HEFCE formula for QR is:
QR weighting x
(RAAS+N1 x 0.1+N2 x 0.15+N3 x 0.05)

The full SHEFC formula is:
QR weighting x
(RAAS+N1 x 0.1+N2 x 0.1+N3 x 0.000004)

An increase in QR is subject to a percentage cap for individual institutions. For 1993-94, the increase in QR was limited to 15% of the equivalent grant in 1992-93, and a similar cap applied for 1994-95.

quality Quality as it relates to higher education institutions is commonly defined as 'fitness for purpose'. The government's main objectives concerning quality in higher education, according to former Education Secretary John Patten (April 1994) are maintaining academic **standards** via the **Higher Education Quality Council**, and providing accountability for public funding of higher education via the **funding councils**. This accountability cannot be 'provided solely by a system which safeguards the standards of degrees', ie the **external examiner** system. The government wants to use **performance indicators** and **quality assessment** to measure quality. The Secretary of State for Education 'requires that the funding method for teaching should reward and promote teaching provision assessed to be of high quality' (HEFCE Circular *1/92*). In its approach to quality, the HEFCE 'seeks to embrace the breadth and depth of the student learning experience and student achievement, examined within the context of an institution's own aims and objectives' (*Assessors' Handbook* 1993).

quality assessment (QA) This is the assessment by the **funding councils** in England, Scotland and Wales of the quality of teaching and learning at higher education institutions they fund. The **Higher Education Funding Council for England** (HEFCE) is responsible for assessing the quality of education in **Northern Ireland's** two universities. Certain types of courses, such as **engineering**, are accredited by relevant **professional bodies**, which also carry out quality assessment.

QA started in 1993. It is subject-based, as opposed to **quality audit**, which is institution-based and carried out by the **Higher Education Quality Council** (HEQC). However, it is likely that the quality assurance roles of audit by the HEQC and assessment by the funding councils will be combined under one external quality assurance body — which would also have responsibility for reviewing academic **standards** — possibly as early as 1997.

The aim of QA is to ensure that all teaching and learning is of satisfactory standard or better; to rectify unsatisfactory quality; to 'encourage improvements' in quality through publication of reports; to inform funding (HEFCE Circular *10/92*). The assessment is meant to be relative, in that it is made against an institution's own **mission** statement. QA is carried out at the subject level, for approximately 60 subject units of assessment, focusing on various aspects of educational provision, such as curriculum, teaching and learning environment, staff and learning resources, student support, assessment and monitoring. Institutional self-assessment of quality is followed by an assessment visit. The self-assessment should be supported by relevant **statistical indicators (SIs)** produced by the individual institution. All institutions are visited by **quality assessors**, who are mainly academics, but are also drawn from professional bodies, funding council staff, industry and the professions. Following the visit, the assessors write one or more reports, which contain the QA grading.

England and Northern Ireland initially used three overall grades of excellent, satisfactory and unsatisfactory. From April 1995 these were replaced by six **core aspects of provision** which are each graded on a scale of 1-4 (with 4 the highest point), and an overall threshold judgement of quality, which is made on the basis of the grades. A profile with all aspects graded 2 or higher will be judged 'quality approved'; if any aspects are given grade 1, then there will be a re-assessment within a year. If after that time, there are still any aspects at grade 1, the subject will be recorded as being of unsatisfactory quality; funding will be withdrawn whole or in part (see **Barnett Report**).

The **Scottish Higher Education Funding Council** (SHEFC) uses four grades of unsatisfactory, satisfactory, highly satisfactory and excellent. Assessment in Wales was until October 1995 based on the three-grade system (see **assessment scale**).

The HE°CE's first round of QA took place between February 1993 and September 1994. It began with mechanical engineering, law, history and chemistry, and was followed by architecture, business and management, computer science, and social work. The assessment of the first four subjects was intended to inform funding in 1994-95; the second four was to inform funding for 1995-96. In 1995-96 the HEFCE plans to assess Chemical Engineering, Sociology, Linguistics, French, German and related languages, Italian, Iberian languages and studies, Russian and Eastern European Languages and Studies. It will take the HEFCE at least five years to complete the visiting programme, probably longer.

The first subjects to be assessed by the SHEFC were economics and electrical and electronic engineering, starting in January 1993. The first cycle of assessments will take until 1996-97. The SHEFC said highly-rated departments 'will be rewarded by the institution being offered additional funded places'. Institutions with 'unacceptably low quality' may have funded numbers 'adjusted downwards, or withdrawn' (SHEFC Circular 9/92). Institutions graded excellent by the SHEFC were given a 5% increase in funded student numbers in the appropriate subjects for 1993-94, worth about £200,000. Civil engineering at Glasgow Caledonian university was rated unsatisfactory in 1994. Other subjects which have so far been rated unsatisfactory are mechanical engineering at Bolton Institute of Higher Education, computing at Thames Valley University, law at Derby, and engineering at Greenwich (see other headings under **quality**, and **teacher training**).

AUT policy: QA should only be done by trained assessors, with relevant and successful experience of teaching; all teaching staff need opportunities to maintain and enhance their teaching skills; there should be reasonable remuneration for all staff; library provision, laboratories and equipment must be adequate; there should be a limit on the number of students or courses a teacher is responsible for; time should be allowed for the personal and pastoral dimension; there should be time for scholarship; quality audit and assessment should be integrated; QA should not be punitive but explicitly developmental (December 1993).

Quality Assessment Committee (QAC) Each **funding council** has a QAC to advise on overall strategy for **quality assessment**. The QAC monitors how assessment is carried out, and hears representations from institutions which disagree with their assessment grade. It provides an annual report to the council on the work of assessment.

Quality Assessment Division (QAD) The section of the **funding council** which co-ordinates **quality assessment** of higher education.

quality assurance The **White Paper** *Higher Education: A New Framework* (1991) outlined the following main components of quality assurance in higher education:

- quality control: there should be mechanisms within higher education institutions for maintaining and enhancing quality (individual institutions are responsible for this);
- **quality audit**: external scrutiny of quality control mechanisms (the **Higher Education Quality Council** is responsible for this);
- **quality assessment**: external review of the quality of teaching and learning (the **funding councils** are responsible for this);
- **validation**: approval of courses by a validating body for the award of degrees and other qualifications (the HEQC

and individual institutions are responsible for this).
(See also **accreditation, professional bodies**.)

quality audit This is the monitoring of the quality and standard of the academic programmes at higher education institutions, and of validated courses at associated institutions and other forms of academic collaboration. It is carried out by the quality assurance group of the **Higher Education Quality Council** (HEQC) on a five-year cycle (it was previously carried out by the Academic Audit Unit of the **Committee of Vice-Chancellors and Principals**). The 1991 **White Paper** *Higher Education: A New Framework* described quality audit in higher education as: '... a means of checking that relevant systems and structures within an institution support its key teaching mission'.

The HEQC says the principal aims of audit are: 'to give institutions an opportunity to render themselves accountable for the quality of their educational provision to all those who have a legitimate interest in what is being offered in higher education'; and 'to offer to the whole higher education system information about itself in respect of individual institutions' practices and, through this, to allow a system-wide perspective to be derived ... to help institutions to develop, improve and enhance the quality of what they provide'. As with **quality assurance**, audit is meant to be 'criterion-referenced', ie based on 'an institution's own aims and objectives, rather than a **"gold" standard** against which to measure compliance' (*Learning from Audit* 1994)

Quality audit begins with the provision by the institution of information about its mechanisms for assuring quality and standards. This material is analysed by the auditors, who then spend three days visiting the institution, scrutinising: the design of courses and degree programmes; teaching, learning and communication methods; student assessment and degree classification; academic staff; feedback mechanisms; ways of ensuring the validity of promotional material. Finally the auditors make a public report which: comments on the quality assurance processes in place and their effectiveness; comments on good practice; suggests improvements. One year after the publication of the report, institutions are required to show what action they have taken in response to the report. The HEQC carried out audits of 40 institutions in 1992-93. HEQC audits of **'new' universities** (previously the responsibility of the **Council for National Academic Awards**) began in spring 1993.

quality concordat A 'framework for cooperation' made in January 1994 between the **Higher Education Quality Council** (HEQC) and the **Higher Education Funding Council for England** to: share data and so try and avoid duplication of workload involved in **quality audit** and **quality assessment**; coordinate visits to institutions; and have joint training. A similar document was published by the **Scottish Higher Education Funding Council** and the HEQC in June 1994, outlining respective responsibilities and areas of potential collaboration.

quota subject Subjects for which the number of students are set by the government. In the 1993-94 academic year, the number of students registered for the following subjects was limited by the Department for Education: clinical medicine and dentistry (see **medical education**); **initial teacher training**. For these subjects in 1993-94 there was a reduction of 1% (ie lower than average) in their **core funding** for teaching 'in recognition of the difficulty in [these subjects of] securing **efficiency gains** where there is no scope for real growth' (HEFCE Circular *2/93*).

reader A member of **academic staff** whose position is equivalent to senior lecturer — and just below a professor — who by tradition is expected to have a strong research background. The post is not included in the current salary scale for academic staff, although it is as for a senior lecturer.

Realising Our Potential see **White Papers**

Realising Our Potential Awards see **White Papers**

rector A senior, independent, figure at a Scottish university, who is elected by the students, or the students and staff. The rector traditionally chairs

the meetings of the university **court**. In the **'new' universities**, the head of the institution (ie the **vice-chancellor**) is sometimes titled rector.

recurrent funding This is annual government funding for teaching and research which is distributed to higher education institutions in the form of a block grant by the **funding councils**. It is intended to meet recurrent costs of higher education institutions, such as wages and routine maintenance of buildings (as opposed to **capital funding**). About 75% of recurrent funding is spent on staff costs (**Flowers Report** 1993) (see **capital funding, research funding, teaching funding, tuition fees**).

redistribution The allocation by higher education institutions of **teaching funding** so that it corresponds to the numbers of students in **funding cells**. In November 1993 the **Higher Education Funding Council for England** (HEFCE) asked institutions to complete a redistribution survey of **teaching funding** in 1993-94 because the survey for 1992-93 had produced 'a number of apparently anomalous **Average Units of Council Funding** (AUCF)' (HEFCE Circular *39/93*). The HEFCE gave institutions the opportunity to redistribute funding for 1993-94 among **funding cells**. It 'applies no restrictions on how institutions may distribute their total grant for teaching between funding cells', but reserves the right to question redistribution that 'appears to produce an anomalous or perverse distribution of AUCFs' (Circular *34/94*).

redundancy see **tenure**

registrar A senior administrative officer in a university who is responsible for servicing the governing bodies of the university, such as the **court, council** and **senate** in the **'old' universities**, and the **board of governors** in the 'new'. Normally called the university secretary in the **'new' universities**.

regulations These are articles of the internal government of a university regulating areas such as the conduct of students, structure of courses, the conferring of **degrees**, exams, prizes, **libraries** and accommodation.

research see **basic research, science and technology**, and various headings below

Research Assessment Exercise (RAE) The method used by the **funding councils** and the **Department of Education for Northern Ireland** to determine the distribution of the bulk of **research funding** to higher education institutions. RAEs were carried out in 1986, 1989, and 1992. The fourth RAE is planned for 1996; the census date is 31 March 1996. The RAE is based on **peer review**; the main criterion used in appointing members of assessment panels is pre-eminence in research, although appointees will also represent industry, commerce and public bodies.

The main basis for judgment used in the RAE is the quality of cited research publications. Research by higher education institutions in the 1989 and 1992 exercises was assessed on a ratings scale of 1 (national excellence in none, or virtually none, of the sub-areas of activity) to 5 (international excellence in some sub-areas of activity and national excellence in virtually all others) to allocate **QR** funding. For the 1996 RAE there will be a seven-point rating scale: point 3 will be split, and there will be a starred 5 rating at the top of the scale, as follows:

Definition	point
International excellence in a majority of sub-areas and national (ie UK) excellence in all others	5*
International excellence in some sub-areas and national excellence in virtually all others	5
National excellence in virtually all sub-areas, possibly showing some evidence of international excellence, or international level in some and at least national level in a majority	4
National excellence in a substantial majority of sub-areas, or international level in some and national level in others together comprising a majority	3a
National excellence in the majority of sub-areas	3b
National excellence in up to half the sub-areas	2
National excellence in none, or virtually none of the sub-areas	1

The maximum number of cited publications — or

'other forms of public output' — taken into account per member of staff is being increased in 1996 from two to four; a count of the total number of publications per member of staff will no longer be used in RAEs. The use of a departmental publications count is to be discontinued in the 1996 RAE. Up to four publications in the four years preceding the 1996 RAE will be eligible for use in the RAE for scientists and social scientists; there will be six-year eligibility for humanities because of the longer time involved in research. The 1996 RAE will affect funding of **QR** from 1997-98 (see **White Papers**).

AUT policy: (1) The RAE, by encouraging concentration [of resources], is undermining the principle of **academic freedom**. **local associations** (LAs) are in many instances where freedom to conduct research has been limited as a result of the RAE (December 1993). (2) To survey the practice by some university departments of transferring research-productive, other related, staff to academic posts, and vice-versa, in order to improve their rating in the RAE; executive committee was asked to produce relevant advice on this practice for LAs (December 1994).

research council (RC). A public body, set up by **royal charter**, which conducts its own research and funds selected research programmes in higher education institutions. The bulk of research council funding comes from the **Office of Science and Technology** (OST), as part of the **dual support system** for **research funding** (see **science and technology, Science Budget, British Academy, medical and dental education**). The OST, which is within the Department of Trade and Industry, has responsibility for the research councils. In 1994, following the *Realising Our Potential* (ROP) **White Paper**, the councils were reorganised and increased by one. They are: Biotechnology and Biological Sciences RC; Natural Environment RC; Engineering and Physical Sciences RC; Economic and Social RC; Particle Physics and Astronomy RC; and **Medical RC**. In addition, the Advisory Board for the Research Councils was brought inside the OST 'to give more central coordination and strategic direction to the councils' activities' (*ROP* p32). The post of Director-General of Research Councils was created within the OST, with responsibility for helping the government 'secure the successful and high-quality operation' of the councils (*ROP* pp32-33). The OST's Chief Scientific Adviser is responsible for 'the lateral science and technology issues across all government departments' (*ROP* p32). Research councils 'should take more fully into account the extent to which outcomes could be taken up by potential users' (*ROP* pp22-23). The White Paper also set out aims and user communities for each of the councils.

research funding. The bulk of the recurrent costs of **basic research** by higher education institutions, including permanent staff costs, premises, capital and libraries, is provided through the **funding councils** and is included as part of the **block grant** for institutions. In addition, **research councils** support strategic and applied work (this is also supported by government departments, charities, industry and commercial organisations) (see **dual support system, White Papers**).

For 1993-94, British universities — excluding the former polytechnics — received £1,970M for research. Of that, £753M — or 38% — was allocated by the three funding councils as a block grant for research. The remaining 62%, or £1,217M, came from grants and contracts. Of this, the research councils provided £433M, charities £290M, central government bodies £149M, industry £130M, the European Union £97M, other overseas sources £53M, health and hospital authorities £28M, and other sources £38M.

Higher education institutions formerly funded by the **Polytechnics and Colleges Funding Council** — now called the **'new' universities** — receive a relatively small amount of research funding. For example, in 1988-89 they received £20M from central funding, £10M from the research councils and £40M in other external income. For 1994-95, 91% of the research grant from the **Higher Education Funding Council for England** was allocated to the 'old' universities, and 7% to the 'new' universities.

Selectivity is a key principle in the way

recurrent research funds are distributed. **QR**, which accounts for approximately 95% of recurrent funding, is awarded according to performance in **Research Assessment Exercises**. Other categories of recurrent funding, such as **DevR** and **GR** are awarded to encourage research potential and applied research respectively. For 1993-94, research funding from the **Higher Education Funding Council for Wales** included QW (£2.3M), to 'support the achievement of excellence as evidenced by a rating of 5 or 4 by the time of the next RAE' (Circular *W93/10HE*) (see **Coopers and Lybrand Report**).

research funding: external This is research funding which does not derive from the **funding councils**. Sources for British **'old' universities** include: **research councils**, charities, government departments, industry, **European Union research funding** and other overseas sources.

'reserved' business Matters which have been declared 'reserved' and not open to discussion by the whole governing body (ie **council** or **board of governors**) of a higher education institution.

restructuring This means reducing the total number of staff and replacing existing staff with others with 'more relevant' skills. The funding for restructuring is for redundancy payments and early retirement compensation.

Robbins Report The Committee on Higher Education chaired by Lord Robbins was set up in 1961, and its report was published in 1963. The 'Robbins principle': '... courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and who wish to do so' (see **higher education**). The report's recommendations triggered a large expansion of British **universities** in the 1960s; they included:

- an increase in full-time places in British higher education from 216,000 (1962-63) to 560,000 by 1980-81 — 350,000 of the total to be provided by universities;
- many universities (25 were in existence at the time; six others — at Canterbury, Colchester, Coventry, Lancaster, Norwich and York — were in 'process of formation' in 1962) should expand to 8,000 to 10,000 places;
- six new universities should be established at once, to provide 30,000 places by 1980-81 — at least one to be in Scotland;
- a number of colleges and institutions to be given university status.

royal charter Most **'old' universities** are constituted by royal charter, which is granted by the monarch in **Privy Council**. 'New' universities are generally set up as **higher education corporations** under the **Education Reform Act 1988**.

Royal Society of Arts (RSA) Full title: Royal Society for the encouragement of Arts, Manufactures and Commerce. The RSA is a registered charity. It was founded in 1754, and describes itself as 'an instrument of change, working to create a civilised society based on a sustainable economy'. It arranges lectures; publishes a journal, and reports on a wide range of subjects, including higher education; and organises award schemes in design, architecture, music and environmental management. The RSA published *More Means Different* by Sir Christopher Ball in 1990, which aimed to persuade employers, society, government of the country's need for a mass higher education system with widened participation.

The RSA Examinations Board is a separate company, and offers National Vocational Qualifications and General NVQs (see **vocational qualifications**) in areas such as art and design, business, accounting and insurance, information technology, journalism, foreign languages and management.

Russell Group see **universities**

safety net The safety net is a device used in **recurrent funding** by the **funding councils** to avoid 'unmanageable' reduction for institutions in the annual funding of their teaching and research. For example, the **Higher Education Funding Council for England** (HEFCE) set aside £25.3M in 1993-94 as a safety net for the overall funding for individual institutions to 'ensure that any year-on-year changes in funding arising from the operation of the funding methods are manageable for individual institutions', ie to prevent a cash reduction of more than 1% (HEFCE Circular *2/93*). In 1993, a £3.9M safety net was shared

among 21 institutions, including **'old' universities** Aston, Bradford, Salford and Goldsmiths College, London. Without the safety net, these institutions would have faced a cut in income of more than 1%. The level of safety net provided by the HEFCE in 1994-95 was set at 50% of the level in 1993-94. In September 1993, the HEFCE decided to phase out the safety net by the end of 1995-96 (see **capital funding**). The **Scottish Higher Education Funding Council** has asked institutions receiving safety net grant in 1994-95 and 1995-96 to submit a plan showing how they will eliminate dependence on the grant within two years.

scholarship The area of academic activity broadly defined as 'keeping up with the subject', ie reading, rather than original research. According to the **funding councils**, scholarship embraces a spectrum of activities including the development of teaching material, which is excluded from the **Research Assessment Exercise**.

school A school in a university consists of one or more related branches of teaching and research (see **faculty**). A **dean** may be the head of a school. In the federal University of London, a school is a separate institution within the university, such as the School of Oriental and African Studies, which does not have the power to award its own degrees.

School-Centred Initial Teacher Training (SCITT) Piloted in 1993 and made more widely possible under the **Education Act 1994**, SCITT courses are those which train teachers wholly in schools and are run by schools without the involvement of higher education. Most schools running SCITT schemes have, however, chosen to buy in the services of higher education institutions. School-based initial teacher training is perceived as distinct from SCITT, being a long-term trend in ITT to ensure teachers spend adequate periods of their training actually doing teaching practice.

science and technology In terms of government policy, science and technology is the responsibility of the **Office of Science and Technology** (OST), which, from 1995, is within the Department of Trade and Industry. The OST is headed by the government's Chief Scientific Adviser, and has responsiblity for government policy on science and technology, for the **Science Budget**, and the funding of the six **research councils**, as well as programmes under the Royal Society and the Royal Academy of Engineering.

Science Budget The source of government funds for **science and technology**, the great bulk of which goes to the **research councils**; virtually identical with the Science Vote.

Scottish Higher Education Funding Council (SHEFC) Established under the Further and Higher Education (Scotland) Act 1992, and came into operation in April 1993. The SHEFC distributes funds from the Scottish Office for teaching and research to 25 higher education institutions in Scotland.

For **teaching funding**, in each of the subject groups (see **academic subject category**), all institutions receive the same level of funding for each student place. The relevant **unit of teaching resource** (reflecting the cost of teaching in the subject group, including the **tuition fee**) is multiplied by the number of **full-time equivalent** student places which the SHEFC intends to fund; tuition fees are then subtracted from gross resources. The SHEFC uses a common or standard unit of resource for each subject group 'to maintain a reasonable degree of stability' (SHEFC Circular *14/93*) (see **funding councils**).

The funding council has a duty to advise the Secretary of State for Scotland on the provision of higher education in Scotland. Members of the council are appointed by the Secretary of State. According to its plan for 1994-97, the SHEFC sees its role as follows: 'Although the Council has no statutory planning function, it seems both inevitable and, indeed, desirable that it will play a role in steering the sector at a strategic level. This role is more implicit than explicit...'.

Scottish Highers see **Highers**

Scottish Vocational Education Council (SCOTVEC) Established in 1985. The main body for accrediting and awarding vocational qualifications

in Scotland, including Scottish Vocational Qualifications (SVQs), General SVQs, the National Certificate, Higher National Certificate, Higher National Diploma (see **vocational qualifications**).

Scottish Wider Access Programme (SWAP) see **access**

secretary see **registrar**

selectivity This is the basis on which the bulk of **research funding** is distributed by the **funding councils**: higher education institutions receive **QR** funding in proportion to their results in the **Research Assessment Exercise**, as well as a series of measures including staff and student numbers.

self-assessment The initial assessment made by the individual university in the **quality assessment** of the education it provides in a particular subject. The assessment is made according to the funding councils' **assessment scales**.

semester see **academic year**

senate The body which, in most **'old' universities**, is responsible for universities' academic affairs, including the regulation of teaching and promotion of research, academic **standards**, conferring **degrees**, and regulating the **admission**, education, examination and discipline of students (see **academic board, governance**). Known in Scotland as the Senatus Academicus, and the Academic Board at the University of Wales and the Queen's University of Belfast. The senate reports to the **council**; its decisions which have financial implications have to be approved by the council. Its members include elected and co-opted members of academic staff, and student representatives. The size of the senate ranges from 50 to more than 100 members. The **vice-chancellor** normally chairs the senate.

AUT policy: The senate should not have any lay members; membership should include at least an equal number of elected staff and student representatives, as of senior figures such as the vice-chancellor, deans and department heads (*The Internal Government of Universities* AUT 1990).

SIFTR see **medical education**

single table bargaining Where all recognised unions act as one bargaining agent (see **Universities and Colleges Employers Association**). National single table bargaining in universities was proposed by the **Fender Report**.

AUT policy: To reject any form of single table bargaining (December 1994).

Socrates The main education programme run by the European Union (EU) is Socrates, which runs from 1995 to 1999. Socrates is designed to improve the quality of education in the EU by strengthening cooperation. The programme has three major areas: higher education (replacing the **Erasmus** programme); school education (replacing the Comenius programme); and 'horizontal measures', which include promotion of language skills (previously covered by the **Lingua** programme), development of open and distance learning, and promotion of the exchange of information through the Eurydice and National Academic Recognition Information Centres (NARIC's) networks. The higher education part of Socrates includes promotion of student and staff mobility within the EU and promotion of the European Credit Transfer System (ECTS).

South Africa see **academic boycott**

special factor funding (SFF) Another term for **non-formula funding**

Staff and Educational Development Association (SEDA) An organisation which aims to improve teaching and learning in higher education through conferences, workshops and its own publications. SEDA operates a university teacher **accreditation** scheme, which [at December 1994] was recognised at 11 higher education institutions, most of which are in the **'new' university** sector (see **UCoSDA, teaching**).

staff development see **employment in higher education**, **SEDA**, **UCoSDA**, **conditions of service**

stakeholder Individuals, institutions or organisations — such as students, staff, higher education institutions, funding councils, potential employers of graduates, society at large — with an interest in or responsibility for the provision of higher education.

standards The recent increases in the numbers of students in higher education during a time of pressure on public funding, and in the number of degree-awarding institutions, has focused attention on whether a degree and class of degree at one higher education institution is of the same standard as at another (see **degree standards**). The **Higher Education Funding Council for England** (HEFCE) refers to two types of standards in higher education: absolute standards, such as the nature of qualifications; and relative standards, which refer to the comparability of qualifications between institutions. 'Neither the establishment of "standards" in an absolute sense, nor the monitoring of the comparability of "standards" between institutions, is part of the HEFCE **quality assessment** brief' (HEFCE Circular *39/94*). Such questions are the province of the **Higher Education Quality Council** (HEQC), whereas the **funding councils** are responsible for assessing the quality of education provided at the subject level within institutions. The HEFCE says there can be no '**gold standard**' for measuring provision because quality is relative to each institution's mission and aims and objectives, ie quality is criteria-referenced rather than norm-referenced; the HEQC says the same about **quality audit**.

Former Education Secretary John Patten said in April 1994 that the academic community is primarily responsible for maintaining British academic standards, through the HEQC. He said 'the HEQC ought now to place more emphasis on broad comparability in the standards of degrees offered by different institutions' (see **external examining**). Partly as a result of this, the HEQC has been looking into the possibility of establishing minimum threshold standards in UK bachelor degrees. It is likely that a single body monitoring academic standards and the quality of teaching and learning at UK universities will be set up by 1997 (see **quality assessment**).

AUT policy: (1) The deterioration of education standards is being enforced on universities by the increase in student numbers without consequent increases in funding, staffing levels, teaching or research support (December 1993). (2) Underfunding has led to an overall decline in university standards (December 1994).

Standing Committee on the Education and Training of Teachers (SCETT) An umbrella organisation representing **teacher training** interests, including the teachers' associations. The AUT is affiliated to the SCETT.

Standing Conference of Principals (SCOP) The forum and representative body for principals of **colleges of higher education** and institutes in Britain. In 1995, the heads of 55 colleges and institutes were members of the SCOP. It was established in 1978 and is funded by membership subscriptions.

statistical indicators see **performance indicators**

statutes University statutes are appended to the **charter** and consist of regulations which cover areas such as membership and powers of the **court**, **council**, **senate** and faculty boards; examinations; employment of **academic staff**. Statutes are subject to the approval of the **Privy Council**, and are the main sources of internal university regulations.

strategic plan The **funding councils** require the higher education institutions they fund to produce strategic plans on a five-year basis. The plans 'should demonstrate a clear idea of the purposes and distinctive characteristics of the institution', and should be made in the context of the institution's **mission statement** (HEFCE Circular *15/94*). The plans should cover: academic aims, student numbers, staffing strategy, use of resources, information and library systems, financial strategy, and **quality assurance**.

student According to the government's **Charter for Higher Education** (1993), the concept of a student is changing from the traditional teacher-pupil model, to one in which the university is the provider of a service in contractual relationship with the student, who is the customer, or consumer of higher education.

Student Awards Agency for Scotland see **student support**

student contributions to the cost of higher education see **fee income contingent loan, graduate tax, higher education contribution**

scheme, maintenance income contingent loan, student loans, top-up fees, National Commission on Education

student loans These are top-up loans made available to students in the UK by the **Student Loans Company** to augment the **maintenance grant**, and are repayable over a period of five years. Loans do not have to be repaid until former students have an income of more than 85% of average earnings. The interest rate on a loan is pegged to inflation. The system started in 1990, when the **maintenance grant** was frozen. High street banks refused in 1990 to take part in the system. The loan and grant are due to 'equalise' by 1997. In 1993, the annual grant was £2,845 in London and £2,265 outside the capital; loans were £940 and £800 respectively. In 1995-96, the maximum loan stands at £1,010 for finalists and £1,385 for others; London-based students can borrow a maximum of £1,695 or £1,240 in the case of finalists; students living with their parents can borrow £1,065, or £780 in their final year. Three annual reductions of 10% in the **maintenance grant**, starting in 1994, will result in a further increase in the relative size of the loans. The government provides higher education **Access Funds** to help individual hardship. Under the Student Loans Bill, announced in the Queen's Speech in 1995, private loans are to become available, in addition to loans from the Student Loans Company. According to the **National Union of Students**, in 1993-94 47% (430,000) of eligible students took up loans.

Student Loans Company Set up in 1990 to lend money to students to supplement their **maintenance grant** (see **student loans**). In 1992-93 the Student Loans Company (based in Glasgow) lent £227M to 345,000 students, and collected repayments worth £9.6M. At 31 July 1993, 6.6% of borrowers due to repay were in default. This fell to 4.1% by December 1993 (DFE *Report 1994*) (see **student support**).

student numbers Numbers of students in full-time and part-time higher education in the UK, for 'old' and 'new' universities combined:

students in thousands	1982-83	1992-93	% change +/-
full-time	563	958	70.2
part-time	300	486	62.0
total	863	1,444	67.3

(source: CVCP Higher Education Statistics, Autumn 1994)

student:staff ratio (SSR) The ratio of full-time equivalent students to staff in UK **'old' universities** changed from 10:1 to 14:1 between 1983-84 and 1993-94.

student support The main sources of student financial support are: **maintenance grants**; loans from the **Student Loans Company**; parental contributions; and **Access Funds**. Most students also take advantage of interest-free bank overdrafts. The great majority of home full-time undergraduate students in the UK are eligible for maintenance grants. Parental contributions are assessed according to income. The government's aim is to 'share the cost of student maintenance more equitably between taxpayers, parents, and graduates themselves. The shift will also further increase students' economic awareness and encourage them to make informed choices about the types of courses they embark on' (DFE *Report 1994*). Since 1990 most full-time students in higher education have no longer been eligible for income support, unemployment benefit or housing benefit, either during term-time or over the vacations.

students' union see **National Union of Students**

SuperJANET An advanced fibre optic computer network with the potential for a thousand-fold increase in the performance of **JANET**. As of January 1995, 55 universities were connected to SuperJANET.

surcharge on graduate employers This is one of the suggested means of raising revenue for the higher education sector, either on its own, or as one strand of a funding coalition of state, employer and individual. The **Confederation of British Industry** opposes the surcharge model on the

grounds that it would render many businesses uncompetitive and prevent smaller companies and organisations from employing graduates (see **industry**).

teacher training (see **initial teacher training**) Teacher training is provided at **universities** and **colleges of higher education** through the four-year Bachelor of Education degree, or the one-year Postgraduate Certificate in Education. The quality of teacher training courses is assessed jointly by the **funding councils** and the **Office for Standards in Education**. The assessment is based on institutional self-assessments (see **quality assessment**, **General Teaching Council for Scotland, SCETT**).

AUT policy: To discourage members from participation in wholly school-based teacher training, which AUT members are called on not to support in any way; Executive to seek the cooperation of other professional associations and unions in discouraging members from involvement in wholly school-based training (December 1993).

Teacher Training Agency (TTA) A public body which was set up under the **Education Act 1994** to fund, administer and accredit courses of **initial teacher training**.

teaching The three **funding councils** and the **Department of Education for Northern Ireland** set up in 1993 the Effective Teaching and Assessment Programme (ETAP) to fund schemes run by higher education institutions designed to improve the teaching and assessment of courses run by the institutions. In 1993-94 the funding councils allocated £600,000 for ETAP (see also **Staff and Educational Development Association**).

AUT policy: (1) Strongly believes that teaching and research must be afforded parity of esteem, as their interconnection is integral to the mission of a university. Wants formal evaluation of teaching with the aim of maintaining and enhancing the quality of teaching and research (May 1992). (2) Opposed to the introduction of teaching-only **contracts** because they would lead to a devaluing of the teaching process. To maintain quality in learning and teaching, **academic staff** must be able to devote a significant proportion of their time to **research** and **scholarship** within their subject area which transcends required teaching commitments (May 1993). (3) That university authorities supply sufficient funds to provide the materials for teaching courses to avoid charging students large amounts for them; to monitor such charges and future developments (December 1993).

Teaching and Learning Technology Programme see **information technology initiatives**

Teaching Company Scheme see **White Papers**

teaching funding Funding for teaching is given to higher education institutions by the **funding councils** in the form of a recurrent block grant, together with **research funding**. The method used by the funding councils to determine the level of recurrent funding for university teaching is based on the principle of funding student places. The **Scottish Higher Education Funding Council** multiplies the number of full-time equivalent student places by the relevant **Unit of Teaching Resource**, which broadly reflects the relative costs of teaching in each subject group (for example, in 1995-96 the unit of resource in clinical medicine was £10,358, and in social sciences was £2,920). The unit of resource is the same for all institutions providing a particular subject. An estimated sum for **tuition fee** income is then subtracted from this figure. The unit of resource is increased annually according to the rate of inflation, and reduced by the amount of **efficiency gain** the government wishes to make.

The **Higher Education Funding Council for England** and the **Higher Education Funding Council for Wales** use a somewhat different method, the '**core** and **margin**' approach, in which the core represents the funding provided in the previous year, and the margin is funding for additional student places allocated on a competitive basis.

The bulk of teaching funding is represented by the core. For each institution, there are 44 possible **funding cells**, representing 11 subject categories, sub-divided by two **modes** of study (full-time or sandwich; part-time) and two **levels** of study (undergraduate or postgraduate taught; postgraduate research). The cost of teaching in each cell is called the **Average Unit of Council Funding** (AUCF), which is calculated by dividing the amount of teaching funding in each cell by the number of students in that cell. Core funding is

calculated on the basis of the AUCF, with an upward adjustment for inflation, and a downward adjustment reflecting the government's required **efficiency gain**. The method is competitive, in that institutions with lower AUCFs are rewarded by a smaller efficiency gain reduction. Institutions with higher AUCFs receive a larger efficiency gain reduction.

The margin is a relatively small amount of teaching funding. It is distributed by formula, and through **core proposals**. In terms of the formula, the institutions with the lowest AUCFs receive the highest proportionate increase in margin funding, which is expressed in terms of additional funded student places. Margin funding in one year is added into core funding the following year. Under the current policy of **consolidation**, there are no funds available to expand full-time student numbers (see **Contract Student Number, Maximum Aggregate Student Number, quality assessment**).

teaching hours In the **'old' universities** the number of teaching hours per week by **academic staff** are generally not specified by institutions (see **workload**). According to the AUT's 1994 survey *Long Hours, Little Thanks*, academic staff in term-time spend an average of 16.1 hours teaching undergraduates and 3 hours teaching graduates, comprising 34.8% of their working week (these figures include contact time, preparation and marking). In the **'new' universities** the agreed teaching maximum for all lecturers is 18 hours a week, or 550 hours per year (see also **graduate teaching assistants**).

AUT policy: Opposed to the extension of the normal teaching day into evenings and weekends without adequate safeguards for **conditions of service**; opposed to making unsocial hours teaching a contractual requirement; staff to have the right to refuse unsocial hours teaching in departments where this has not been custom and practice; where such teaching has been customary, individual members of staff to have the right either to refuse an increase in unsocial hours, or to have a compensatory reduction in other duties (May 1994).

Technology Foresight Programme The programme was set up following the **White Paper** *Realising Our Potential* (1993), and comes under the **Office of Science and Technology**. The programme has 15 panels, each of which analyses a sector of UK industry — such as chemicals, energy or transport — with the aim of coordinating a strategic approach to the allocation of public money for research in the sciences and developing better communication between higher education and industry, the professions, commerce and public services (see also **Council for Science and Technology**).

TEMPUS A European Union programme for the development of higher education systems in Central and Eastern European countries. UK institutions were involved in 390 out of the 635 Joint European Projects in 1993/94.

tenure The holding of a university teacher's appointment until retirement. The right to tenure was effectively ended by the **Education Reform Act 1988**, which made it possible for **universities** to declare redundancies among university academic staff (see **University Commissioners**). Staff in post with tenure prior to 20 November 1987 are allowed to keep tenure as long as they stay in the same appointment, and are not promoted to a different salary scale; those appointed or promoted after that date can no longer have tenure.

The case of Edgar Page, a lecturer employed by the University of Hull (see **academic boycott**), put pre-1987 tenure in doubt. According to the statutes of the University, Mr Page, who was appointed in 1966, could not be removed from his post except for 'good cause' (such as severe incapacity or misdemeanour), 'subject to the terms of his appointment' (the 'Hull phrase'). When his post was terminated in 1988 on grounds of redundancy, the University said the terms of his appointment enabled it to dismiss Mr Page. This was upheld by the University's **Visitor** and in various court cases, including a hearing in the House of Lords.

'Thistle' Report see **academic year**

Thompson Report The report, published in June 1993, of the [London Postgraduate] *Special Health Authorities' Research Review*, chaired by

Professor Sir Michael Thompson. The report assessed the quality of work by research teams at the eight London SHAs and made recommendations for linkages between SHAs and multi-faculty colleges of the University of London (see **medical and dental education**).

threshold scale A simple 'approved/unsatisfactory' **assessment scale** for the quality of education at the subject level (see **quality assessment**).

Times Higher Education Supplement (THES) A weekly publication, established in 1971, covering further and higher education news, issues, research and opinion, in the UK and abroad. It is the most popular source for job vacancies in higher education. Its circulation was 26,614 in 1995.

Tomlinson Report The report, published in October 1992, of the inquiry into London's health service, medical education and research, which was chaired by Sir Bernard Tomlinson. On medical education in the capital, the report concluded: 'Eight of the nine medical schools in London should merge into four, under the aegis of the four multi-faculty colleges of London University [University, King's, Imperial, and Queen Mary and Westfield]. The ninth, St George's, should for the time being remain on its own. As fewer inpatients come into inner London, and as more treatments are provided in other ways, undergraduate teaching will need to move into primary and community settings, and make greater use of peripheral hospitals. A reduction of around 150 in the intake of medical undergraduates to London is likely to be needed. The nine postgraduate institutions also should in due course be integrated into the four multi-faculty colleges.' The London Implementation Group was set up to implement Tomlinson's recommendations (see **medical and dental education**). The assumptions of the Tomlinson Report about the provision of acute hospital beds in London were questioned by Professor Brian Jarman, in a lecture given at the University of London in July 1994.

top-sliced funds These are funds which are deducted from the main block grant of recurrent funding to pay for a cost, such as **non-formula funding**, and not provided in addition to it.

top-up fees These are fees which would be charged by higher education institutions to individual students, on top of the **tuition fees** which institutions receive from public funding, to finance additional expenditure on teaching. Top-up fees are not currently charged in the UK, although they have been proposed as a means of raising additional funding for higher education.

AUT policy: Opposed to top-up fees and graduate tax; wants university funding to continue to come from general taxation (December 1993).

trade union see **AUT, NATFHE, EIS, AUCL, MSF, UNISON**. Also, see **UCEA**.

AUT policy: Seeks cooperation with all associations representing academic and academic-related staff to secure proper arrangements for all groups (December 1994).

training and enterprise council (TEC) TECs are government-funded training agencies which are run by local business leaders. There are 82 in England and Wales. Their main aims are to train a skilled workforce and to assist local businesses to expand. The Scottish equivalent of TECs are Local Enterprise Companies (LECs). There are 22 LECs, and their responsibilities also include local economic development and environmental improvement.

Part of the funding for **further education** — particularly work-related — is provided by TECs, but LECs do not have any further education responsibilities. A lot of the provision of **continuing education** is to be collaborative, involving higher education institutions, employers, TECs and other bodies. TECs and LECs 'occupy a key position in the development of education and training opportunities in higher and further education' (*Choosing to Change* HEQC 1994 p35); they generally favour the development of **credit accumulation and transfer schemes**.

transferability For staff, particularly those on **fixed-term contracts**, transferability is the recognition of previous university employment to count towards contractual benefits (eg maternity leave).

transitional funding allocation This refers to money given by **funding councils** to protect higher education institutions from 'unmanageable' levels

of reduction in **recurrent funding** allocations.

transparency One of the aims of the **funding councils** is to have transparency, or explicitness, in the way they allocate funding to institutions.

tuition fees Fees to pay for tuition for home full-time undergraduate students — subject to certain qualifications — are provided indirectly by the government. Students from other European Union countries qualify for the payment of the same level of fees as home students. Most postgraduate and part-time higher education students have to pay their own fees.

In England and Wales, the fees are paid to **universities** by a student's **local education authority**, which in turn is funded by the **Department for Education and Employment**. In Scotland, the fees are paid by the Students' Allowances Scheme, which is under the Scottish Office Education Department. In Northern Ireland (NI), the fees are paid by the education and library boards, which are funded by the **Department of Education for NI**.

Tuition fees for 1993-94 for Band 1 subjects were cut by 30% in November 1992; Bands 2 and 3 remained the same, ie having a real terms reduction (see table below). **Tuition fee compensation** is paid by the **funding councils** to the universities. Tuition fee levels for 1994-95 were cut by the government by 45% in November 1993, to limit the expansion in student numbers (see **consolidation**). The reduction in tuition fees 'is intended to deter institutions from expanding beyond the planned levels' (DFE *Report 1994*). Former Secretary of State for Education, John Patten, said in 1993 that the government had no plans 'for the next three years' to introduce charges for tuition (*THES* 10.12.93).

Tuition fee levels (£): First degree and sub-degree:

Fee band	1992-93	1993-94	1994-95
1: classroom-based courses	£1,855	£1,300	£750
2: laboratory or workshop-based	£2,770	£2,770	£1,600
3: clinical courses in medicine, dentistry and veterinary science	£4,985	£4,985	£2,800

AUT policy: The AUT is opposed to the principle of charging **'top-up' fees** for tuition to students who are entitled to university courses (December 93).

tuition fee band These are different levels of **fees** payable according to the subject taught (see **tuition fees**).

tuition fee compensation These are funds given to higher education institutions by the **funding councils** to compensate for a reduction in the level of **tuition fees** paid by government for individual students during the period of **consolidation**. Tuition fee compensation is calculated on the basis of **full-time equivalent** (FTE) net award holders; part-time and sandwich students, and non-completers, are counted at half-value.

Tuition fee compensation rates used by the Higher Education Funding Council for England for 1994-95 were as follows:

Band	£
1	575
2	1,225
3	2,260

AUT policy: Sums transferred from tuition fees to funding council grants should be fully expended in the budgetary period and are specifically distributed to institutions solely to cover the loss of tuition fees (December 1993).

union see **trade union**

UNISON A trade union which represents clerical and related administrative staff, computer operating staff, technical and manual staff employed in 'old' and **'new' universities**. UNISON represents senior administrators in the 'new' universities (see **Universities and Colleges Employers Association**).

unit costs The unit cost per full-time home and European Union student is derived from a division of total **funding council** grant and **tuition fee** income by the number of students.

unit of allocation see **unit of assessment**

unit of assessment A unit of assessment is a subject area used in the allocation of research funding by the **Higher Education Funding Council for**

England and the **Higher Education Funding Council for Wales**; 72 units are used. For example, psychology is unit 13, geography is 37, art and design is 67. The **Scottish Higher Education Funding Council** uses the same number of units; they are called units of allocation.

Unit of Teaching Resource This is a common or standard unit of government funding per student place in each of the academic subject groups used by the **Scottish Higher Education Funding Council** (see also **Average Unit of Council Funding**). It is calculated for each subject group by dividing the total resources for teaching resource — which includes funding council grant and **tuition fees** and broadly reflects the costs of teaching in that group — by the number of full-time equivalent student places in the group, then deducting an assumed level of publicly funded tuition fee income. In general, the unit of teaching resource for each subject group is the same for all Scottish higher education institutions providing that subject.

universities There were 91 universities in the UK in 1995. UK universities are self-governing bodies, with the power to award their own degrees. They also appoint their own staff, decide which students to admit and organise the provision of their own courses. Most of the **'old' universities** were established by **royal charter**, together with a set of **statutes** which can only be amended by the **Privy Council**. A small number of 'old' universities are established by Act of Parliament; they are known as statutory corporations (see **charter**). The membership of these universities normally comprises: lay members of the **court** and of the **council**, **academic staff**, graduates and students.

Most of the **'new' universities** are former **polytechnics** which became **higher education corporations** independent of **local education authority** control under the **Education Reform Act 1988**, and gained university status following the **Further and Higher Education Acts 1992**. These acts set out the basic constitution of the 'new' universities; the constitutions, and any amendments, have to be approved by the Privy Council.

A university is defined as the 'whole body of teachers and students pursuing ... the higher branches of learning ... having the power of conferring degrees ...' (Shorter OED). The **Robbins Report** in 1963 stressed the importance of research (in what are now the 'old' universities): '... while research is not confined to universities, their pre-eminence in that field has hitherto been such as to consititute an additional mark of distinction from other educational institutions' (p22). With the establishment of the former **polytechnics** (with much less of a research tradition) as 'new' universities since 1992, it remains to be seen whether research will continue to be such a distinguishing factor of UK higher education institutions.

The universities of Oxford and Cambridge date from the 12th and 13th centuries. The Scottish universities of St Andrews, Glasgow, Aberdeen and Edinburgh — the **'ancients'** — date from the 15th and 16th centuries. Many of Britain's 'old' universities were established in the 19th and early 20th centuries, (see the **the 'civics', federal universities**). There was considerable expansion of universities in the 1950s and 1960s, particularly following the Robbins Report (see **Colleges of Advanced Technology, greenfield universities**). The most recent major expansion in the number of universities followed the Further and Higher Education Acts 1992 which gave polytechnics the right to become universities with the power to award their own degrees. As a result, there were more than 40 **'new' universities** by late 1994. The University of Buckingham is the UK's only private university: it was founded in 1974, and does not receive any public grants. It had 895 students in 1994; undergraduate tuition fees for 1995 were £9,140 (see **degree**).

Recurrent government funding for higher education institutions in England, Scotland and Wales is distributed by the higher education **funding councils**. Higher education funding for

Northern Ireland institutions is distributed by the **Department of Education for Northern Ireland**. In 1993-94, for the 'old' universities, 57% of recurrent income was from government block grants for teaching and research, tuition fees and support grants; 21% was from specific research grants and contracts. Responsibility for **quality assurance** in universities is [at the time of writing] divided between the funding councils (for teaching **quality assessment**) and the **Higher Education Quality Council** (for **quality audit**); the latter is also responsible for maintaining academic **standards**. The **academic freedom** of university staff is protected by the **Education Reform Act 1988**. The establishment of the funding councils, with a 'steering' role for higher education — particularly in funding and quality assessment, has led to criticism that these bodies are undermining university **autonomy**.

Since the ending of the **binary divide** the **vice-chancellors** of many 'old' universities which have a strong background in research have formed themselves into two main groupings — the Russell Group (17 institutions, including Oxford, Cambridge, University College London, Imperial College, Warwick* and the LSE*), and the 94 Group (12 institutions, including East Anglia, Essex, Durham and York), with the aim of maintaining high standards in higher education research performance through increased funding and a selective allocation of resources [* indicates membership of both groups].

Universities Central Council on Admissions (UCCA) Set up in 1961 to manage applications to higher education on behalf of UK universities, and superseded in 1993 by the **Universities and Colleges Admissions Service**.

Universities and Colleges Admissions Service (UCAS) Formed in October 1993 by a merger of **Universities Central Council on Admissions** and the **Polytechnics Central Admissions System**. It is an agency of the **Committee of Vice-Chancellors and Principals** and the **Standing Conference of Principals**, and deals with applications for undergraduate places at UK universities.

Universities and Colleges Employers Association (UCEA) An agency set up by the **Committee of Vice-Chancellors and Principals** (CVCP), the **Committee of University Chairmen** and the **Standing Conference of Principals** (with the exception of the **'new' universities** in Scotland) in 1994 to provide a single organisation representing and advising higher education employers on: pay at a national level for both the **'old' universities** and the 'new'; **conditions of service** at a national level for the **'new' universities**; and all areas relating to industrial relations in higher education. Membership of the UCEA is voluntary; it is financed by members' subscriptions. The UCEA is run by a managing board composed of nominees from its founding organisations.

The UCEA services nine national collective bargaining groups. In the 'old' universities, these are (recognised trade union in brackets): Joint Negotiating Committee for Academic and Related Staff (AUT); Clinical Academic Staff Salaries Committee (AUT, BMA, BDA); Joint Committee for Clerical and Certain Related Administrative Staffs (UNISON, MSF); Joint Committee for Manual and Ancillary Staffs (UNISON, TGWU, GMB, UCATT, CSEU); Universities' Joint Committee for Technical Staff (MSF, UNISON, AEEU); Special Joint Committee for Computer Operating Staffs (UNISON, MSF). In the 'new' universities: Lecturers' National Negotiating Committee (NATFHE, AUCL); Administrative, Professional, Technical and Clerical National Negotiating Committee (UNISON, TGWU, GMB); Manual National Negotiating Committee (UNISON, GMB, TGWU).

In June 1994, the UCEA consulted its members about whether and how to create a common pay structure — or structures — 'across the whole of higher education in the UK'. In the first stage of the consultation it proposed three options: 1 — maintain the status quo and continue with all nine bargaining groups; 2 — extend the 'old' universities structure to the whole of higher education, at least for academic and academic-

related staff; 3 — the 'blank page', ie to consider a structure 'without any pre-existing commitments'. The consultation paper commented: 'The key issue to be decided is about national bargaining, as opposed to local determination.' According to the UCEA, the response to this first round indicated general support for continued national collective bargaining, but with some changes in bargaining arrangements.

A second round of consultation was initiated in February 1995 by the UCEA, which proposed these options: 1 — maintaining status quo, with separate sets of negotiations in the 'old' and 'new' sectors; 2 — one **'single table'** negotiating body for all institutions and unions, with one unified pay spine; 3 — two negotiatiating bodies, one for academic/teaching staff and one for other staff (including administrators); 4 — higher education institutions to arrange themselves in new groupings, with collective negotiations with unions within these groupings (see **universities**).

By November 1995, embarking on a third round of consultation, UCEA said institutions were 'convinced of the desirability of a reduction in the number of "national" bargaining units'. But members had apparently not decided whether to have two units — separating academic and senior professional staff, and other staff — or one (Circular *95/42*)

AUT policy: (1) Regrets the CVCP's setting up of this 'arm's length' body to deal with pay negotiations; deplores the CVCP's failure to consult with the AUT inter alia over the formation of the UCEA; executive committee is to reject any move towards single table bargaining, local negotiations over pay, or any form of **performance-related pay**; executive is to reject national bargaining in a grouping of institutions which is less extensive than the whole group of 'old' universities (December 1994). (2) The link between **academic** and **academic-related staff** must remain, as must automatic incremental progression; there should be no de-recognition of the AUT at national level (May 1995) (see ***Promoting Professionalism***, **employment in higher education**).

Universities' and Colleges' Staff Development Agency (UCoSDA) An agency of the **Committee of Vice-Chancellors and Principals** and the **Standing Conference of Principals**. Originally known as the Universities Staff Development and Training Unit (USDTU), and subsequently became the Universities Staff Development Unit (USDU). UCoSDA provides advice, support and resources to its member **universities** and colleges in planning, organising, providing and evaluating staff development (see **Staff and Educational Development Association**).

Universities Council for the Education of Teachers (UCET) The body that represents the interests of university departments and schools of education in England, Wales and Northern Ireland.

Universities Funding Council (UFC) Set up in 1988 to distribute university finance, replacing the **University Grants Committee**. The **UFC** and the **Polytechnics and Colleges Funding Council** were abolished under the **Further and Higher Education Acts 1992**, and replaced in 1993 by the higher education **funding councils**.

Universities' Statistical Record (USR) Formerly responsible for collecting and publishing data about the **'old' university** sector. Replaced by the **Higher Education Statistics Agency** — which covers 'old' and 'new' sectors — from the 1994-95 academic year.

Universities Superannuation Scheme (USS) The **pension** scheme for **academic** and **academic-related** university staff in the **'old' universities**.

University Commissioners Appointed under the **Education Reform Act (ERA) 1988** to make sure the statutes of **universities** enabled the institutions to dismiss **academic staff** on the basis of redundancy or for 'good cause'; to take disciplinary action against academic staff; to hear appeals by academic staff against dismissal; to provide a means of redress for academic staff over employment grievances. The ERA excluded university **Visitors** from jurisdiction in disputes over the appointment or dismissal of academic staff. Changes to statutes had to be approved by the **Privy Council**. The changes concerning **tenure** took effect from 20 November 1987, so that academic staff appointed or promoted on or after that date would no longer be able to have tenure.

University Grants Committee (UGC) Established in 1919, to channel government funds to the universities, and to advise the government on salaries. Replaced by the **Universities Funding Council** in 1988.

University for Industry A **Labour Party** proposal for a distance learning university, with students studying vocational courses via satellite television and cable networks. The university would be funded by a levy on companies.

updating Improving or enhancing skills through higher education (see **continuing education**)

validation The 1991 **White Paper** *Higher Education: A New Framework* defined validation as 'approval of courses by a validating body for the award of its degrees and other qualifications'. The University of Kent at Canterbury defines a validated course as one 'provided by another Institution and leading to the award of a qualification of the University but which is not an accredited course'.

Universities create their own procedures for the quality assurance of the programmes they offer. These include a framework for the validation of new programmes, and the review of existing ones. Validation typically involves the scrutiny of documentation and the questioning of staff relating to a new course proposal, by internal peers from other disciplines and external peers from the same subject area. The validation panel will want to satisfy themselves as to the coherence and level of the proposed programme, to ensure the necessary staff and material resources are available, and to establish that the proposal is in keeping with the objectives of the faculty and the institution. Validation procedures are subject to audit by the **Higher Education Quality Council**.

Because they have degree-awarding powers, universities are self-validating. Universities have the authority to validate higher eduation courses at other colleges, often in place of the now abolished **Council for National Academic Awards**. There is a trend for these colleges to want their own degree-awarding powers (see **institutions of higher education**, **quality assurance**).

Professional bodies in medicine, dentistry and medical-related professions have statutory authority to oversee relevant exams at higher education institutions. Professional bodies in other areas, eg law and accountancy, do not have statutory authority, but have an important input into the content of higher education courses. Examining bodies such as the **Business and Technology Education Council**, the **City and Guilds of London Institute** and the **Royal Society of Arts** are responsible for validating most vocational courses.

value-added The extent to which a higher education course improves the knowledge, skills, abilities of its students. Students graduating from university X may get a higher **degree** class on average than students graduating from university Y, but they may have started the course with a much higher academic level of attainment than students at university Y. The 'value added' component might therefore be greater at Y than X (see **degree standards**, **quality assessment**).

vice-chancellor The main academic and administrative officer in the both 'old' and 'new' universities, the vice-chancellor — or sometimes principal or provost in the 'old', or director, chief executive or rector in the 'new' — is in effect the institution's chief executive officer (see **Jarratt Report**), and is its main representative to the local and national community, to the government and its higher education **funding councils**. In the 'old' sector, the vice-chancellor is appointed by the **council** on the advice of a committee usually composed of members from the council and **senate**, and is responsible to the council and the relevant funding council for the use of its funds. The vice-chancellor chairs meetings of the **senate**. In the 'new' sector, the vice-chancellor is appointed by the **board of governors**, and is responsible for proposing educational policy to the board of governors and implementing its decisions; the management of the institution, its financial resources and staff; the appointment, employment, pay and **conditions of service** of staff other than holders of senior posts;

maintenance of student discipline.

AUT policy: The vice-chancellor should protect and preserve the **academic freedom** of members of the university; the post of vice-chancellor should be advertised and selected by a widely representative committee (*The Internal Government of Universities* AUT 1990).

virement The 'authorised transference of a surplus to balance a deficit under another head: authorised redirection of funds for one purpose to a more urgent occasion' (Chambers English Dictionary). 'Institutions will be largely free to use over-recruitment in one **academic subject category** or **mode** against under-recruitment in another subject' (HEFCE Circular *1/92*). Virement is not permitted between taught and research categories.

visitor An official, or board of officials, authorised as a kind of ombudsman to visit a university, to investigate and adjudicate in internal disputes. In universities set up by **royal charter**, the visitor is the monarch, or a representative, such as the Lord President of the **Privy Council**. The right of the visitor to exclusive or final jurisdiction in relation to wrongful dismissal of a university employee was ended by the **Education Reform Act (ERA) 1988**. The ERA gave jurisdiction in disputes over the appointment and dismissal of staff to **University Commissioners**; the ERA allowed visitors to continue to hear appeals and deal with grievances.

vocational qualifications About 90% of vocational qualifications in England, Wales and Northern Ireland are run and awarded by three examining bodies: **BTEC** (the Business and Technology Education Council — mainly business and engineering); the **City and Guilds of London Institute** (including engineering, construction, catering); and the **Royal Society of Arts** Examinations Board (including business, information technology, management). All awarding bodies have to be accredited by the **National Council for Vocational Qualifications** (NCVQ), or the **Scottish Vocational Education Council** (SCOTVEC).

The new framework of National Vocational Qualifications (NVQs) — in England, Wales and Northern Ireland — and Scottish Vocational Qualifications (SVQs) was begun in the 1980s and is still being developed. NVQs aim to teach the broad skills required for a job, and are assessed in workplace conditions. There are five levels of NVQs (see table below): 1, foundation; 2, basic craft; 3, technician, advanced craft, supervisor; 4, higher technician, junior management; 5, professional, middle management. The levels are based on national standards of job-related competence and knowledge.

The General National Vocational Qualification (GNVQ) is a broad-based course taken by full-time students in schools and colleges in England, Wales and Northern Ireland, and is approved by the NCVQ. It is a vocational alternative to the traditional academic qualifications; the Scottish equivalent is the General Scottish Vocational Qualification, which is approved by SCOTVEC. GNVQs include subjects such as engineering, business, leisure and tourism, and science. They are available at three levels: foundation, intermediate and advanced, and are awarded by BTEC, City and Guilds and the RSA (see **continuing education, National Advisory Council for Education and Training Targets, further education**). GNVQs are 'intended to provide a broadly based vocational alternative to traditional academic study, and to lead to higher level study or to employment' (DFE *Report 1994*). An advanced GNVQ — the 'vocational A level' — is broadly equivalent to two **A levels**. The intermediate GNVQ is broadly equivalent to five GCSEs at grades A-C. The foundation GNVQ is broadly equivalent to four GCSEs at grades D-G. There are also three levels of GSVQ.

GNVQ courses began in September 1992, and are intended to replace similar existing vocational qualifications. They are currently available for the post-16 age group; there are plans to develop GNVQs for 14 to 16-year-olds at school. The government wants 25% of 16-year-olds to be on GNVQ courses by 1996. In 1993/94, more than 80,000 students were studying for GNVQs at more than 1,000 schools and colleges. In 1994, universities received 9,555 applications from

students taking an advanced GNVQ, and 89% were made at least one offer of a place (*The Times* 1.12.95). However, GNVQs may be redesignated 'applied A levels' under the review conducted by Sir Ron Dearing (*The Guardian* 18.12.95).

NVQs	GNVQs	SVQs/ GSVQs	Certificates & diplomas	Academic equivalent
NVQ 5		SVQ 5		
NVQ 4		SVQ 4	BTEC Higher National	Degree
NVQ 3	Advanced GNVQ	SVQ 3/ GSVQ level III	BTEC National	A&AS levels / Highers
NVQ 2	Inter-mediate GNVQ	SVQ 2/ GSVQ level II	BTEC First	GCSEs (A-C)
NVQ 1	Foundation GNVQ	SVQ 1/ GSVQ level I		GCSEs (D-F)

vouchers An alternative higher education funding method. It involves the use of vouchers, given by students to universities in exchange for admission to a course, which are then exchanged by the institution for government funding. Vouchers could end the role of **local education authorities** in the the administration of higher education funding. A voucher scheme for vocational training for school-leavers via **Training and Enterprise Councils** was introduced in 1995.

waiver clause A condition of signing a **fixed-term contract**, that the employee waives any rights to redundancy payment or claim for unfair dismissal on the expiry of the contract. An employee on a fixed-term contract of a year or more, whose contract expires without being renewed, can complain of unfair dismissal, but not if a waiver clause has been signed; an employee with two years' service or more, but who has signed a waiver clause before the end of the contract, cannot claim redundancy payment.

AUT policy: Wants waiver clauses in contracts for **contract research staff** to be removed (December 1994).

White Papers

- *Higher Education: Meeting The Challenge* 1987

This said higher education should 'serve the economy more effectively', should pursue basic scientific research, and have 'close links with industry and commerce, and promote enterprise'. It planned for an increase in student numbers over the following decade, and to develop **continuing education**, especially professional **updating**. It aimed to enhance quality through improved course design, staff training and more selectively funded research. It aimed to increase efficiency through improved management and the use of **performance indicators**. It proposed the establishment of the **Universities Funding Council** and the **Polytechnics and Colleges Funding Council**.

- *Higher Education: A New Framework* 1991

The basis of the **Further and Higher Education Acts 1992**. It set out the government's policy on the future structure of UK higher education, in particular the ending of the **binary divide**. It proposed: to establish higher education **funding councils**; to give **polytechnics** degree-awarding powers; to introduce **quality assessment**.

- *Realising Our Potential: A Strategy For Science, Engineering And Technology* 1993

One of the aims of this White Paper was to 'harness strength in science and engineering to the creation of wealth in the UK by bringing it into closer and more systematic contact with those responsible for industrial and commercial decisions', in a three-way partnership of research, industry and government. One of its principles was that the government 'believes that many of the services currently provided by government research establishments could be carried out in the private sector, and that privatisation is a realistic prospect for a number of establishments'. It proposed that the MSc should be the normal initial postgraduate science, technology and engineering degree prior to a PhD , and called for 'better management' of PhDs, and for measures to ensure that research training 'is more closely related to the needs of potential employers'. It reorganised the **research councils**, brought the Advisory Board for the Research Councils within the **Office**

of Science and Technology (OST), and established a Director-General of Research Councils (see **Technology Foresight Programme, science and technology**).

• *Competitiveness: Helping Business To Win* 1994

Re higher education, this White Paper reported on the follow-up to *Realising Our Potential*, particularly on how the **research councils**, the **Technology Foresight Programme**, and the **funding councils** were implementing the government's desire for the academic community 'to give appropriate recognition to the relevance as well as the excellence of research'. The White Paper said the government would help the process of innovation by extending the Teaching Company Scheme and developing new Teaching Company Centres 'to help smaller firms benefit from the skills of graduates'. Higher education institutions would 'increasingly receive financial recognition from the funding councils for research conducted in partnership with industry. This will amount to a significant proportion of the relevant income from industry'. Individual academics would be rewarded for undertaking collaborative work with industry through the Realising Our Potential Awards (ROPAs). The funding councils were to take 'full account of the results of the Technology Foresight Programme' in allocating funds among subjects. The next **Research Assessment Exercise** (in 1996) would include 'full recognition of high quality research undertaken in partnership with industry'.

• *Competitiveness: Forging Ahead* 1995

Re higher education, this White Paper announced increased government spending on technology transfer. There would be an extension of the Teaching Company Scheme (TCS) — which supports 514 partnerships between universities and companies, and an increase in the number of TCS Centres from 11 to 17 to increase participation by smaller firms in the scheme. The findings of the Technology Foresight Programme would be used by the research councils and funding councils 'in making funding decisions'. The ROPA scheme would be extended (a report by the OST drew attention to concerns that ROPAs were for 'second or even third-rate science' *THES* 8.9.95). Rewards by the **Higher Education Funding Council for England** for **GR** funding for 1995-96 would be doubled to £20M. The **Scottish Higher Education Funding Council** would allocate additional funds to 'those who are most successful in generating funds from the private sector'.

workload The workload of **academic** and **academic-related staff** has become an increasingly important **conditions of service** issue in higher education (see **teaching hours**). A survey by the AUT in 1994 of the use of time by **academic** and **academic-related staff**, *Long Hours, Little Thanks*, showed that academics worked on average 53 hours a week; that they spent an average of 18 hours a week on administration; that 38% of research and 42% of **scholarship** took place outside conventional office hours. Administrative staff worked 47.2 hours per week, computer staff 43.4 hours, **contract research staff** worked 46.6 hours, and library staff worked 41.1 hours.

AUT policy: In the absence of a 25-30% salary increase, the AUT should obtain compensation for academic and related staff by a reduction in workloads and improved conditions of service; approved a draft framework agreement on workload control (*LA/5193*) — which was based on the idea of 'benchmarks of reasonable demands and expectations' to protect staff from overwork and provide a system for defining the relationship between teaching, research and administration — with the intention of establishing a national framework, and nationally coordinated local negotiations to establish local workload agreements (May 1994). • •

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